



PAST PAPERS

Faculty	Department / Section/Division
Not Applicable	Learning Resource Centre

Past Papers

Faculty of Management, Humanities & social  
Sciences  
Department of Education & Language

**BSc. (Hons) Bachelor of Art (English ) Degree  
(Year 1 – Semester I )  
2022**

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END SEMESTER EXAMINATION QUESTION PAPER

CODE - QP

Approved for Quality Management System

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE

COURSE CODE: LC - 0845

YEAR I - SEMESTER I

INTRODUCTION TO ENGLISH LANGUAGE AND ENGLISH GRAMMAR - ELAN 1101

Faculty	Department / Section/Division
Humanities and Education	English

INSTRUCTIONS TO CANDIDATES	Date of the examination = 2021.12.07
This paper has seven (7) questions and two (2) parts.	
<i>Part I is compulsory.</i>	Duration of the examination = 03 hours
<i>Answer Question 01 and three other questions from part II.</i>	Total Marks = 60
Each question carries 15 marks.	
Candidates are not allowed to communicate with and disturb fellow candidates during the examination.	Candidates could be disqualified if they violate examination rules.

\* Answer Question 01 and three other questions from Part II.

Part I

**Question 01**

**Extract examples for the grammatical elements from the given text.**

Kusuma is such a nice girl even though she fell in love with Dari. Kusuma had to play the main role in the household despite the resistance of Lebia. Millie gave her all the support to carry out the duties. Millie herself is a rather efficient girl who stays in the same house. Then they could come out of any work in unison.

- i) Proper noun
- ii) Abstract noun
- iii) Nonfinite verb
- iv) Only attribute adjective
- v) Prepositional phrase
- vi) Subordinate conjunction denoting concession

- vii) Noun phrase post modified by a prepositional phrase
- viii) Intransitive verb
- ix) Ditransitive verb
- x) Non defining relative clause
- xi) Direct object
- xii) Reflexive pronoun
- xiii) Indirect object
- xiv) Degree adverb
- xv) Modal auxiliary

## Part II

### Question 02

Read the following extract and answer the questions given below.

At the bottom of the garden, within the gate, stood a woman of her vision. Rhoda seems transfixed.

'Ah, she said she would come! Exclaimed the boy, also observing her.

'Said so-when? How does she know us?'

'I have seen and spoken to her. I talked to her yesterday.'

'I told you,' said the mother, flushing indignantly, 'never to speak to anybody in that house, or go there.'

'What did you tell her?'

'Nothing.'

- i) State with examples the different types of pronouns found in the above text. (02 marks)
- ii) Describe the above types of pronouns. Provide examples of your own to support your points. (06 marks)
- iii) State with examples the different types of proforms found in the above text. (02 marks)
- iv) "Proforms are used to replace only words or phrases." Do you agree with this statement? Prove your answer with examples. (05 marks)

**Question 03**

- i) Explain what a preposition is and describe how prepositions can be classified. (07 marks)
- ii) "A preposition is usually followed by a noun phrase, except in certain situations." Elaborate on this statement using at least three examples for each exception. (08 marks)

**Question 04**

"Conjunctions can be classified at both syntactic and semantic levels." Elaborate this statement with reference to different types of conjunctions. Provide examples of your own.

**Question 05**

Elaborate verb complementation by providing your own examples used in sentences.

**Question 06**

Explain noun clauses providing an example for each clause.

**Question 07**

Write short notes on the following topics.

- i) Semantic sub-classification of adjectives (6 marks)
- ii) Characteristics of adjectives (3 marks)
- iii) Syntactic functions of adjectives (6 marks)

-----END OF THE QUESTION PAPER-----



END SEMESTER EXAMINATION QUESTION PAPER

CODE - QP

Approved for Quality Management System

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE

COURSE CODE: LC - 0845

YEAR I - SEMESTER I

INTRODUCTION TO ENGLISH LITERATURE - ELIT 1101

Faculty	Department / Section/Division
Humanities and Education	English

INSTRUCTIONS TO CANDIDATES	Date of the examination: 2021.12.07
This paper has ten (10) questions and four (4) sections.	
Answer only <u>four</u> questions taking <u>one from each section</u> .	Duration of the examination = 03 hours
Candidates will be disqualified if they violate examination rules.	Total Marks = 60
Candidates are not allowed to communicate with and disturb fellow candidates during the examination.	

❖ Answer only **FOUR** questions selecting **ONE** from each section.

Section I - Poetry

**Question 01**

The bleakness of reality and relief in the world of imagination are intensely portrayed in the poems, *Ode on a Grecian Urn* by John Keats and *The Lake Isle of Innisfree* by W. B. Yeats. Comment with quotations. (15 marks)

**Question 02**

Discuss how war and violence are portrayed from different perspectives with reference to three poems that you have studied. (15 marks)

**Question 03**

To *Daffodils* by Robert Herrick, *I Wandered Lonely as a Cloud* by William Wordsworth and *Meeting at Night* by Robert Browning associate with nature for different purposes. Substantiate this statement. (15 marks)

## Section II - Short stories

### Question 04

Eveline and Olga can be recognized as individuals who had a chance to change their lives but failed to recognize and make use of the opportunities due to social attachments and expectations. Discuss. (15 marks)

### Question 05

Through the characterization of *The Happy Prince* and *The Grasshopper*, the writers Oscar Wilde and Anton Chekhov bring out the theme of 'appearance vs. reality'. Substantiate this statement. (15 marks)

### Question 06

Gamini Akmeemana describes the effects of violence on society and implies the necessity of taking actions against social injustice. Discuss this statement with reference to the short story *The Drummer*. (15 marks)

## Section III - Novel

### Question 07

"Power tends to corrupt, and absolute power corrupts absolutely". Comment on this statement in relation to *Animal Farm* by George Orwell. (15 marks)

### Question 08

Write short notes on three of the following characters. (3 x 5 = 15 marks)

- a) Napoleon
- b) Snowball
- c) Boxer
- d) Squealer
- e) Old Major

## Section IV - Drama

### Question 09

The play *The Caucasian Chalk Circle* is rich with dramatic occasions. Comment with examples and quotations. (15 marks)

### Question 10

Besides a severe social criticism, *The Caucasian Chalk Circle* by Bertolt Brecht reveals a beautiful love story. Discuss this statement with appropriate extracts from the text. (15 marks)

-----END OF THE QUESTION PAPER-----

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END SEMESTER EXAMINATION QUESTION PAPER

CODE - QP

Approved for Quality Management System

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS IN ENGLISH

COURSE CODE: LC - 0845

YEAR I - SEMESTER I

SUBJECT: *WRITING SKILLS- ELAN1103*

Faculty	Department / Section/Division
Management, Humanities and Social Sciences	Education and Languages

INSTRUCTIONS TO CANDIDATES	Date: 2021.12.05
This paper has <b>FOUR</b> sections SECTION A, SECTION B and SECTION D are compulsory Select only <b>ONE</b> question from SECTION C	Duration of the examination = 03 hours
Candidates could be disqualified if you violate examination rules.	Total marks = 60
Candidates are not allowed to communicate with and disturb fellow candidates during the examination.	Weightage = 60%

- This paper has **FOUR** sections
- **SECTION A, SECTION B and SECTION D** are compulsory
- Select only **ONE** question from **SECTION C**
- Marks will be deducted for careless writing and grammatical/spelling/punctuation errors.

SECTION A

01. Develop **one** of the following topic sentences into a paragraph. (15 Marks)
- Several measures must be taken to reduce the number of road accidents in Sri Lanka.
  - Violence in media is likely to increase violence in society.

SECTION B

02. Write an essay on **one** of the following topics (250 -300 words) (20 Marks)
- The most important qualities of an effective leader.
  - The importance of strengthening the right to free education in a country like Sri Lanka.

### SECTION C

03. Keeping in mind the purposes of narrative and descriptive writing, write a short story beginning or ending with one of the following sentences. (175-200 words).
- a) The best things in life are free.  
b) Her poems were about herself, not the others, not the world. (20 Marks)

OR

04. Write a practical criticism on the following poem (175-200 words). (20 Marks)

#### **People Ask What I Do**

And I wish I were doing anything else:  
Chopping giant blocks of ice near the north pole in the arctic  
Or driving a truck on a two-lane highway  
over the grapevine in California  
Battling bulls  
Or pulling my hair out, one string at a time.

*Abh Poetry*, they say and smile  
as if they were talking about their adorable  
four-year old in a princess costume.

I wonder if they know the same Poetry  
I know: the one who beats me up in back alleyways. The one  
who calls my name as if it's  
some kind of slur. Poetry.

I am neither thin  
nor bright  
nor clever. And I'm still waiting  
for my crown. But  
I haul poems the way  
a coal miner hauls coal:

one raw, unprocessed load at a time

### SECTION D

05. Rewrite each of the following sentences, while making any revisions where necessary. (05 Marks)

- I. Even though children are born with an innate ability to learn any human language they need input to develop a grammar for their native language.
- II. If I express my opinion on the matter online learning has more disadvantages than advantages.
- III. When Naveen saw the accident on the highway he tried to inform the police about it however the police emergency number was continuously engaged.
- IV. I enjoy reading books, playing chess and to visit beautiful places.

-----*END OF THE QUESTION PAPER*-----



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**END SEMESTER EXAMINATION QUESTION PAPER**

CODE - 9P

Approved for Quality Management System

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS IN ENGLISH

COURSE CODE: LC - 0845

YEAR I - SEMESTER I

SUBJECT: *READING COMPREHENSION - ELAN II02*

Faculty	Department / Section/Division
Management, Humanities and Social Sciences	Education and Languages

INSTRUCTIONS TO CANDIDATES	Date: 2021.12.04
Answer all the questions.	Duration of the examination = 03 hours
Candidates could be disqualified if you violate examination rules.	Total marks = 100
Candidates are not allowed to communicate with and disturb fellow candidates during the examination.	Weightage = 60%

**INDEX NUMBER:** .....

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Question No:	1	2	3	4	5	Total Marks/ 100	60 %	Mid Sem 20%	Assig 20%	Total 100 %	Signature
For Scrutinizer's marks)											
For Moderator's Use marks)											

- Answer all the questions.
- Answers should be written on this paper itself.
- Marks will be deducted for careless writing and grammatical/spelling/punctuation errors.

**Question 01**

**(30 marks)**

1. Read the following poem and answer the questions given below.

Animal and birds lifeline ahead worth knowing  
 Find feel, as it reckons partly on human  
 In the forest, in caves, on the trees, they live  
 Reside and hide near or far away from social  
 When cow lows, calf react, all chicken follow fowl  
 While dog barks puppies respond, like cat mews kitten reply

For Sparrow chip cute little chick give sip note, mouth open to eat  
Even rat keeps kids at safe and feeds in secret  
Thus all kids wait to meet the mother  
To keep hunger away and feel pleasurable  
With the mother a company of divine bliss  
Though prenatal, more responsive to feed  
But for self must go out for prey  
Thus all mothers must in search of food  
While going out may get trapped, hunted  
Hunt and trap if, of human, can change the mind-set  
With verdict the motherhood even in the animals

Dr. Balnarayana Bandam

- A) How has the poet described the relationship between a mother and her children in the poem?  
(10 marks)

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- B) What inferences can you draw about the problem that is described in the poem? (10 marks)

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**2. Read the following extract and answer the question given below.**

The friendship between Arthur Henry Hallam and Alfred Lord Tennyson was deep, playing an essential part in the formative development of both. Alfred Lord Tennyson described Arthur Henry Hallam as being ‘as near perfection as mortal man could be’. The two had met at Trinity College Cambridge in April 1829. Both joined the Cambridge Apostles, a secret debating society which discussed literature, religion and politics and both entered the Chancellor’s Prize Poem Competition (which Tennyson won). The two became close friends and Hallam spent the 1830 Easter vacation with the Tennysons at their family home in Somersby, Lincolnshire. Hallam also played an important role in Tennyson’s career, introducing him to the publisher Edward Moxon and writing perceptive articles praising his poetry. When Hallam died suddenly, at the age of only 22, the effect on Tennyson was profound. It plunged him into a lengthy period of mourning during which he questioned his religious faith, but it also provided the impetus for arguably his most famous poem, *In Memoriam*.

What inferences can be drawn about the friendship between Alfred Lord Tennyson and Arthur Henry Hallam, and the effect of Hallam’s death on Tennyson’s work? (10 marks)

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**Question 02****(20 marks)**

**Compare and contrast the following two texts, paying attention to setting, imagery, language, content or any other aspects of the passages that you consider worthy of discussing.**

## Text A

Earth has not anything to show more fair:  
 Dull would he be of soul who could pass by  
 A sight so touching in its majesty:  
 This City now doth, like a garment, wear  
 The beauty of the morning; silent, bare,  
 Ships, towers, domes, theatres, and temples lie  
 Open unto the fields, and to the sky;  
 All bright and glittering in the smokeless air.  
 Never did sun more beautifully steep  
 In his first splendour, valley, rock, or hill;  
 Ne'er saw I, never felt, a calm so deep!  
 The river glideth at his own sweet will:  
 Dear God! the very houses seem asleep;  
 And all that mighty heart is lying still!

## Text B

It was a town of machinery and tall chimneys, out of which interminable serpents of smoke trailed themselves for ever and ever, and never got uncoiled. It had a black canal in it, and a river that ran purple with ill-smelling dye, and vast piles of building full of windows where there was a rattling and a trembling all day long, and where the piston of the steam-engine worked monotonously up and down, like the head of an elephant in a state of melancholy madness. It contained several large streets all very like one another, and many small streets still more like one another, inhabited by people equally like one another, who all went in and out at the same hours, with the same sound upon the same pavements, to do the same work, and to whom every day was the same as yesterday and to-morrow, and every year the counterpart of the last and the next.

You saw nothing in Coketown but what was severely workful. All the public inscriptions in the town were painted alike, in severe characters of black and white. The jail might have been the infirmary, the infirmary might have been the jail, the town-hall might have been either, or both, or anything else, for anything that appeared to the contrary in the graces of their construction. Fact, fact, fact, everywhere in the material aspect of the town; fact, fact, fact, everywhere in the immaterial. The M'Choakumchild school was all fact, and the school of design was all fact, and the relations between master and man were all fact, and everything was fact between the lying-in hospital and the cemetery, and what you couldn't state in figures, or show to be purchasable in the cheapest market and saleable in the dearest, was not, and never should be, world without end, Amen.

Dotted lines for text entry.

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**Question 03****(20 marks)**

**Read the following text and answer the questions given below in complete sentences.**

Harriet Tubman, best known for her courage and acumen as a “conductor” on the Underground Railroad, led hundreds of enslaved men, women and children north to freedom through its carefully prescribed routes and network of safe houses. But once the Civil War started in 1861, Tubman used her skills as a spy and expedition leader for the Union Army.

In 1862, she traveled to a Union camp in South Carolina, to help formerly enslaved people who had taken refuge with Union troops, and to work as a cook and a nurse. But despite being unable to read herself, Tubman gathered intelligence for the Union army, organizing scouts to map territories and waterways and pinpoint the location of Confederate troops and ordnance.

In 1863, she became the first and only woman to lead a military expedition during the Civil War, to resounding success. Tubman led 150 soldiers on three federal gunboats up South Carolina’s Combahee River for a surprise attack on the plantations of prominent secessionists, using intelligence she gathered from enslaved people to bypass hidden confederate torpedoes. Along the route, they stopped at several spots to rescue more than 700 enslaved people. Between enabling such a massive escape and burning and pillaging plantations, Tubman’s expedition dealt a major military and psychological blow to the confederacy. About 100 of the Black men rescued that day joined the Union Army.

Tubman went on other expeditions and kept gathering intelligence. One Union general was reportedly reluctant to let Tubman leave South Carolina because "her services are too valuable to lose" as she was "able to get more intelligence than anybody else" from the newly free people.

*(Source: <https://www.history.com/news/black-heroes-us-civil-war-tubman-douglass-augusta-smalls-galloway>)*

- i) According to the passage, before the Civil war, how did Harriet Tubman help the slaves? (03 marks)

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- ii) Why did she travel to South Carolina? (02 marks)

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- iii) How did she help the Union Army? (03 marks)

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- iv) Was she successful in leading a military expedition during the Civil War? Give reasons (3 marks)

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- v) How many slaves did she rescue in total during her military expedition in 1863? (02 marks)

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- vi) What was the main role of Tubman in the Civil war? (02 marks)

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- vii) Why was one of the Union generals reluctant to let Tubman leave South Carolina? (03 marks)

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- viii) Do you consider Harriet Tubman as a great female leader and a military activist, who worked hard to end slavery in America? Give reasons. (02 marks)

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**Question 04****(20 marks)****Read each passage and then respond to the questions.**

My sister, Mrs. Joe Gargery, was more than twenty years older than I, and had established a great reputation with herself and the neighbours because she had brought me up "by hand." Having at that time to find out for myself what the expression meant, and knowing her to have a hard and heavy hand, and to be much in the habit of laying it upon her husband as well as upon me, I supposed that Joe Gargery and I were both brought up by hand.

She was not a good-looking woman, my sister; and I had a general impression that she must have made Joe Gargery marry her by hand. Joe was a fair man, with curls of flaxen hair on each side of his smooth face, and with eyes of such a very undecided blue that they seemed to have somehow got mixed with their own whites. He was a mild, good-natured, sweet-tempered, easy-going, foolish, dear fellow, a sort of Hercules in strength, and also in weakness.

My sister, Mrs. Joe, with black hair and eyes, had such a prevailing redness of skin that I sometimes used to wonder whether it was possible she washed herself with a nutmeg-grater instead of soap. She was tall and bony, and almost always wore a coarse apron, fastened over her figure behind with two loops, and having a square impregnable bib in front, that was stuck full of pins and needles. She made it a powerful merit in herself, and a strong reproach against Joe, that she wore this apron so much. Though I really see no reason why she should have worn it at all; or why, if she did wear it at all, she should not have taken it off, every day of her life.

i) Comment on the relationship between the narrator and his sister, Mrs. Joe Gargery. (10 marks)

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ii) What inferences can you make about the character of Mrs. Joe Gargery in the text? (10 marks)

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**Question 05****(10 marks)****Read the passage and answer the questions given below.**

During the past few months, online educational practices have become significantly popular among Sri Lankan students. However, today, school education is slowly turning to hybrid education as the government has allowed the reopening of schools after more than one and half years of remote learning necessitated by the **pandemic**.

According to Prof. Lakshman R. Watawala, the experiment made during the pandemic in remote leaning in all stages of education proved that there is capacity for Sri Lanka's school education to go hybrid, provided the educators are **adequately** trained on the new digital platforms and are provided them with seamless connectivity.

"I don't think that we can really go fully online. The best is to go for hybrid. Because if you go for hybrid, that means certain classes can be done at school and quite a lot of work can be done online," Prof. Watawala said speaking at an online **forum** organized by the Institute of Chartered Professional Managers (CPM) of Sri Lanka.

The pandemic upended many activities in daily life and among them was education, which shifted online when in-class education became disrupted. Despite certain issues faced by the recipient children in the rural areas, due to poverty and lack of broadband coverage, remote learning experiment has largely been a success. Prof. Watawala also stressed the need for the government to make provisions in the budget to **incentivize** those who contribute the most in facilitating online education

While online education became a true enabler for seamless adult education, it failed short of becoming a complete substitute for preschool and school education, due to limited interactivity with the teacher, lack of peer association and diversity and the absence of physical activity, which are all integral parts for a well-blended learning for this group for their balanced personality development, which must take place in tandem.

Making another crucial point, Prof. Lakshman also showed the significance of continuous training not just for the teachers and other others in the education sector but also for the entire public servant cadre on the new and emerging digital technology, to both equip themselves with the knowledge to perform in their existing roles and also to enable them to serve the public remotely without having to present in person to obtain and deliver services.

*(Source: <https://www.dailymirror.lk/business-news/Delivery-of-school-education-could-turn-hybrid-post-pandemic/273-221119>)*

1. Mention the main change that took place in school education during the post-pandemic period. (02 marks)

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2. According to the text, what is the main challenge stated by Prof. Lakshman R. Watawala to introduce a hybrid education system in Sri Lanka? (02 marks)

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3. State the main challenges faced by students in rural areas when attending online classes. (02 marks)

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4. According to the passage, what are the reasons for online education to be become a failure in preschool and school education? (02 marks)

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5. Give the meanings of the words in bold print, using your own words. (02 marks)

Forum: .....

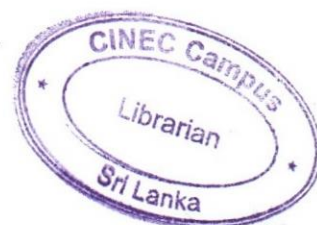
Pandemic: .....

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-----**END OF THE QUESTION PAPER**-----

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FINAL EXAMINATION QUESTION PAPER

CODE - QP

Approved for Quality Management System

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS IN ENGLISH

COURSE CODE: LC - 0845

SUBJECT: BASIC CONCEPTS IN ENGLISH LANGUAGE TEACHING - TESL 1101

Faculty	Department / Section/Division
Humanities and Education	English

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE COURSE CODE: LC - 0845 END SEMESTER EXAMINATION QUESTION PAPER YEAR I - SEMESTER I BASIC CONCEPTS IN ENGLISH LANGUAGE TEACHING - TESL 1101
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INSTRUCTIONS TO CANDIDATES	
There are eight (08) questions in this paper.	Duration of the examination = 03 hours
Candidates are required to answer four (04) Questions. SECTION A: <b>COMPULSORY</b> ANSWER QUESTION # <b>01</b> SECTION B: ANSWER ONLY <b>03</b> QUESTIONS	Date: 2021.12.04
Question 1 in Section A carries 10 marks. Each question in Section B carries 20 marks.	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.
THE WEIGHTAGE = 70%	Candidates could be disqualified if you violate examination rules.

THERE ARE **EIGHT (08) QUESTIONS** IN THIS PAPER.

ANSWER ONLY **FOUR (04) QUESTIONS**.

**SECTION A: COMPULSORY** ANSWER QUESTION # **01**

**SECTION B: ANSWER ONLY 03** QUESTIONS

**SECTION A: COMPULSORY**

**QUESTION 01**

**(10 marks)**

Write detailed descriptions on three **05** of the terminology given below.

- i. Mother Tongue
- ii. English as an International Language
- iii. TESOL
- iv. English Language Learner
- v. English as a First Language
- vi. English as a Second Language
- vii. Phonology
- viii. Morphology

**SECTION B: ANSWER ONLY 03 QUESTIONS**

**QUESTION 02**

**(20 marks)**

Making mistakes is a natural process of learning and must be considered as part of cognition. Discussing types of errors and state how errors can be corrected in an ELT classroom.

**QUESTION 03**

**(20 marks)**

i. Answer the following providing definitions:

a) Who is a teacher? *(02 mark)*

b) What is teaching? *(03 marks)*

ii. Describe 05 qualities of a good teacher *(15 marks)*

**QUESTION 04**

**(20 marks)**

The most influential model of the spread of English is Braj Kachru's model of World Englishes.

Give detailed descriptions of the three Concentric Circles in Kachru's model.

i. Discuss the difference between World Englishes and world English. *(03 marks)*

ii. The Inner Circle *(05 marks)*

iii. The Outer Circle *(05 marks)*

iv. The Expanding Circle *(05 marks)*

v. Explain 2 weaknesses in Braj Kachru's model of World Englishes. *(02 marks)*

**QUESTION 05**

**(20 marks)**

Drama is an ideal way to bring the skills of grammar, reading, writing, speaking, listening and pronunciation together. Describe five (05) activities you could do for using drama in the English language classroom.

**QUESTION 06**

**(20 marks)**

Two important moments in ELT instruction are the beginning and end of class.

i. Discuss **03** activities you will use to begin a lesson. *(09 marks)*

ii. Describe **03** activities you would use to end a lesson. *(09 marks)*

iii. Give **02** homework activities you would give a group of Grade 5 students for a lesson on the simple past tense.

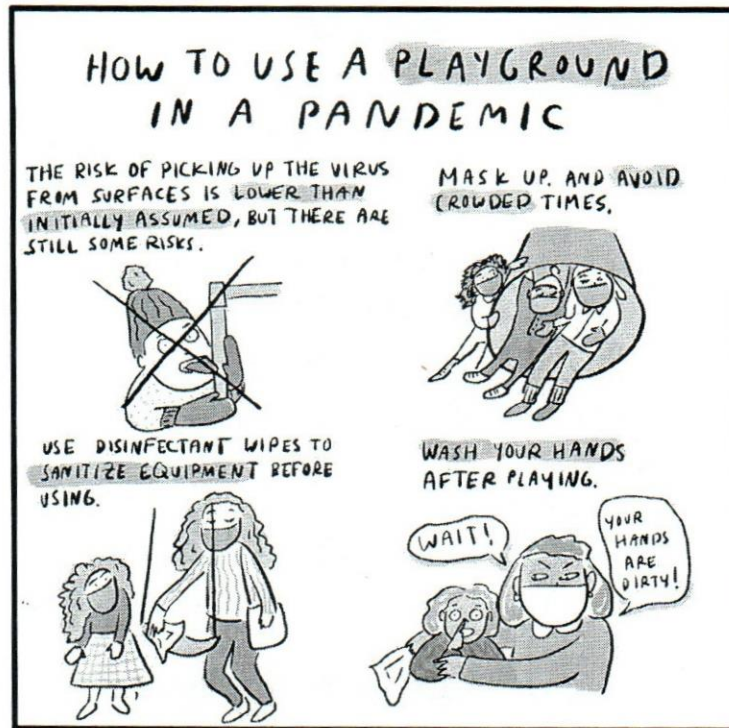
*(02 marks)*

QUESTION 07

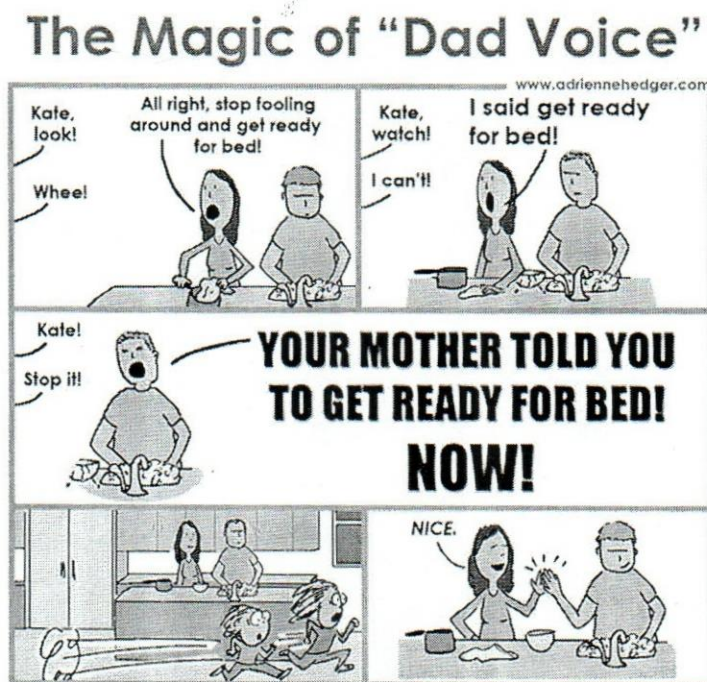
(20 marks)

Write a lesson plan (Time duration: 1 hour) for one (01) of the cartoons given below.

Cartoon A



Cartoon B



- a) Identify a suitable student population. Give 02 reasons for selecting this student population. (02 marks)

b) Describe the procedure you will follow (write the questions you intend to ask/ draw concept maps/ construct other activities etc.). Identify the skills developed for each stage: listening, speaking reading, writing and pronunciation/ vocabulary:

- i. Pre-cartoon stage (06marks)
- i. While cartoon stage (06 marks)
- ii. Post cartoon stage (06 marks)

**QUESTION 08**

**(20 marks)**

Good classroom management results in creating a positive classroom climate. Discuss the key factors which influence classroom management given below.

- i. The physical conditions of the classroom (04 marks)
- ii. Role of the teacher in the classroom (08 marks)
- iii. Teacher response style (08 marks)

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FINAL EXAMINATION QUESTION PAPER

CODE - QP

Approved for Quality Management System

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS IN ENGLISH

COURSE CODE: LC - 0845

SUBJECT: BASIC CONCEPTS IN ENGLISH LANGUAGE TEACHING - TESL 1101

Faculty	Department / Section/Division
Humanities and Education	English

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE COURSE CODE: LC - 0845
END SEMESTER EXAMINATION QUESTION PAPER YEAR I - SEMESTER I BASIC CONCEPTS IN ENGLISH LANGUAGE TEACHING - TESL 1101

<i>INSTRUCTIONS TO CANDIDATES</i>	
There are eight (08) questions in this paper.	Duration of the examination = 03 hours
Candidates are required to answer four (04) Questions. SECTION A: <b><u>COMPULSORY</u></b> ANSWER QUESTION # <b><u>01</u></b> SECTION B: ANSWER ONLY <b><u>03</u></b> QUESTIONS	Date: 2021.12.04
Question 1 in Section A carries 10 marks. Each question in Section B carries 20 marks.	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.
THE WEIGHTAGE = 70%	Candidates could be disqualified if you violate examination rules.

THERE ARE **EIGHT (08)** QUESTIONS IN THIS PAPER.

ANSWER ONLY **FOUR (04)** QUESTIONS.

SECTION A: **COMPULSORY** ANSWER QUESTION # **01**

SECTION B: ANSWER ONLY **03** QUESTIONS

**SECTION A: COMPULSORY**

**QUESTION 01**

**(10 marks)**

Write detailed descriptions on three **05** of the terminology given below.

- i. Mother Tongue
- ii. English as an International Language
- iii. TESOL
- iv. English Language Learner
- v. English as a First Language
- vi. English as a Second Language
- vii. Phonology
- viii. Morphology

**SECTION B: ANSWER ONLY 03 QUESTIONS**

**QUESTION 02**

**(20 marks)**

Making mistakes is a natural process of learning and must be considered as part of cognition. Discussing types of errors and state how errors can be corrected in an ELT classroom.

**QUESTION 03**

**(20 marks)**

i. Answer the following providing definitions:

a) Who is a teacher? (02 mark)

b) What is teaching? (03 marks)

ii. Describe 05 qualities of a good teacher (15 marks)

**QUESTION 04**

**(20 marks)**

The most influential model of the spread of English is Braj Kachru's model of World Englishes.

Give detailed descriptions of the three Concentric Circles in Kachru's model.

i. Discuss the difference between World Englishes and world English. (03 marks)

ii. The Inner Circle (05 marks)

iii. The Outer Circle (05 marks)

iv. The Expanding Circle (05 marks)

v. Explain 2 weaknesses in Braj Kachru's model of World Englishes. (02 marks)

**QUESTION 05**

**(20 marks)**

Drama is an ideal way to bring the skills of grammar, reading, writing, speaking, listening and pronunciation together. Describe five (05) activities you could do for using drama in the English language classroom.

**QUESTION 06**

**(20 marks)**

Two important moments in ELT instruction are the beginning and end of class.

i. Discuss 03 activities you will use to begin a lesson. (09 marks)

ii. Describe 03 activities you would use to end a lesson. (09 marks)

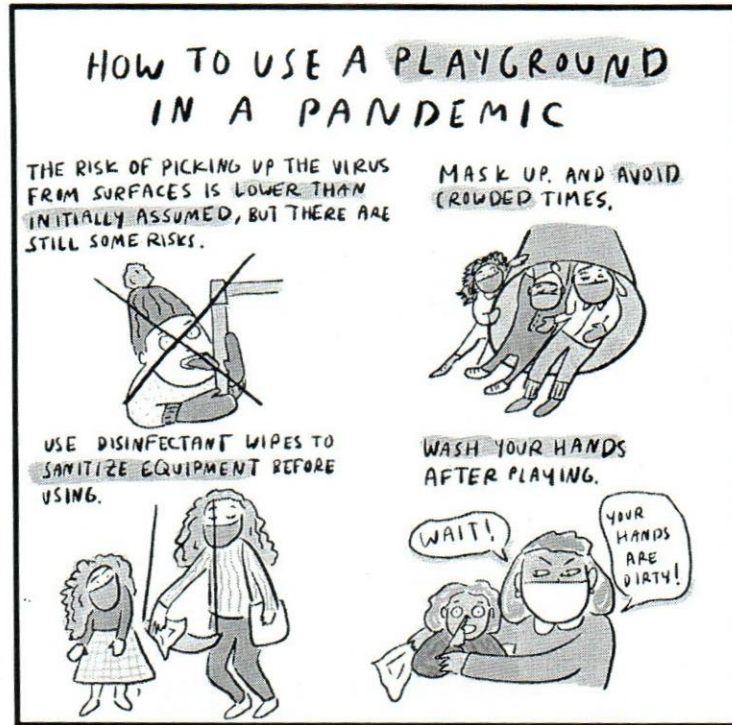
iii. Give 02 homework activities you would give a group of Grade 5 students for a lesson on the simple past tense.

(02 marks)

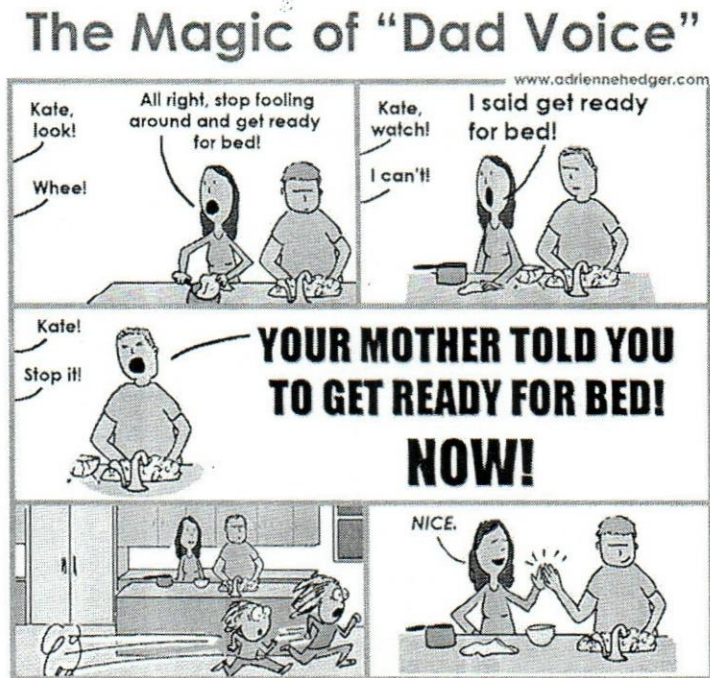


Write a lesson plan (Time duration: 1 hour) for one (01) of the cartoons given below.

Cartoon A



Cartoon B



- a) Identify a suitable student population. Give 02 reasons for selecting this student population. (02 marks)

b) Describe the procedure you will follow (write the questions you intend to ask/ draw concept maps/ construct other activities etc.). Identify the skills developed for each stage: listening, speaking reading, writing and pronunciation/ vocabulary:

- i. Pre-cartoon stage (06marks)
- i. While cartoon stage (06 marks)
- ii. Post cartoon stage (06 marks)

**QUESTION 08**

**(20 marks)**

Good classroom management results in creating a positive classroom climate. Discuss the key factors which influence classroom management given below.

- i. The physical conditions of the classroom (04 marks)
- ii. Role of the teacher in the classroom (08 marks)
- iii. Teacher response style (08 marks)

.....**END OF THE QUESTION PAPER** .....



END SEMESTER EXAMINATION QUESTION PAPER

CODE - QP

Approved for Quality Management System

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE

COURSE CODE: LC - 0845

YEAR I - SEMESTER I

INTRODUCTION TO ENGLISH LANGUAGE AND ENGLISH GRAMMAR

Faculty	Department / Section/Division
Humanities and Education	English
INSTRUCTIONS TO CANDIDATES	Date of the examination: 2021.03.18
<i>This paper has eight questions.</i>	<i>Duration of the examination = 03 hours</i>
<i>Answer question 1 and 3 other questions from Part 2</i>	<i>Total Marks = 60</i>
<i>Question 1 is compulsory.</i>	<i>Candidates are not allowed to communicate with and disturb fellow candidates during the examination.</i>
<i>Each question carries 15 marks.</i>	<i>Candidates could be disqualified if you violate examination rules.</i>

**This paper has eight questions.**

**Answer question 1 and 3 other questions from Part 2**

**Question 1 is compulsory.**

**PART 1**

**QUESTION ONE**

**Extract examples for the grammatical elements from the given text. Write one example for each question.**

Junko Tabei, the first woman to reach the summit of Mount Everest, was born on 22nd September, 1939 in Miharu, Fukushima. She was known as a Japanese mountaineer, an author, and a teacher. She was not only the first woman to reach the summit of Mount Everest but also the first woman to ascend the Seven Summits, climbing the highest peak on every continent.

Tabei wrote seven books, organized environmental projects to clean up rubbish left behind by climbers on Everest, and led annual climbs up Mount Fuji for youth affected by the Great East Japan Earthquake.

She was the fifth daughter of seven children. Her father was a printer. She was considered a frail child, but she began mountain climbing at the age of ten. She enjoyed the non-competitive nature of the sport and the striking natural landscapes that came into view upon reaching the top of the mountain. Although she was interested in doing more climbing, her family did not have enough money for such an expensive hobby, and Ishibashi made only a few climbs during her high school years.

From 1958 to 1962, Ishibashi studied English and American literature at Showa Women's University. She initially planned on a career as a teacher. After graduation, she returned to her earlier passion for climbing by joining a number of men's climbing clubs.

When she was 27, Ishibashi married Masanobu Tabei, a mountaineer she had met during a climbing excursion. The couple eventually had two children and made them good and happy individuals.

Tabei was diagnosed with stomach cancer in 2012, but continued with many of her mountaineering activities. In July 2016, despite her illness, she led an expedition of youth up Mount Fuji. She died in a hospital in Kawagoe on 20 October 2016.

- a) Adverbial clause of contrast
- b) Subject complement
- c) Non-finite verb
- d) Adverb of time
- e) Relative clause
- f) Object complement
- g) Prepositional phrase that functions as a post-modifier of a noun phrase
- h) Be verb functioning as a full verb
- i) Transitive verb
- j) Superlative degree of adjective
- k) Irregular noun
- l) Attributive adjective
- m) Noun phrase in apposition
- n) Adverbial clause of time
- o) Intransitive verb

(15 marks)

## PART 2

### QUESTION TWO

- a) Nagasundaram (2018) classifies adverbial clauses into eight types. What are they? Provide examples for each type.
- b) Write a brief essay on 'Compound Sentences'. Support your answer with examples.

(8 + 7 = 15 marks)

**QUESTION THREE**

- a) Make the list of 'Modal Auxiliaries'.
- b) State 7 main characteristics of modal auxiliaries.
- c) Discuss the functions of three modal auxiliaries of your choice. Provide examples when necessary.

( 4 + 7 + 4 = 15 marks)

**QUESTION FOUR**

Discuss the structure and the syntactic functions of 'Noun Phrases'. Support your answer with examples.

(15 marks)

**QUESTION FIVE**

Write short notes on any THREE of the following.

- a) The five clause elements
- b) Kernel sentences
- c) Prepositional phrases
- d) Verb combinations

( 5 X 3 = 15 marks)

**QUESTION SIX**

Write an essay on 'Primary Auxiliary Verbs'. Support your answer with examples.

(15 marks)

**QUESTION SEVEN**

Define and describe prepositions and further, explain, with examples, how prepositions can be categorized based on their meanings.

(15 marks)

**QUESTION EIGHT**

Describe, with examples, the characteristics of adjectives and different types of adjectives.

(15 marks)

-----**END OF THE QUESTION PAPER**-----



END SEMESTER EXAMINATION QUESTION PAPER

CODE - QP

Approved for Quality Management System

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE

COURSE CODE: LC - 0845

YEAR I - SEMESTER I

WRITING SKILLS

Faculty	Department / Section/Division
Humanities and Education	English
INSTRUCTIONS TO CANDIDATES	Date of the examination: 2021.03.15
This paper has four questions.	Duration of the examination = 03 hours
	Total Marks = 60
Question 1 has two sections.	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.
Answer all questions.	Candidates could be disqualified if you violate examination rules.

**This paper has four questions.**

**Question 1 has two sections.**

**Answer all questions.**

**Question 1**

**Section A:** Develop the following sentence into a paragraph of about 50 words. (5 marks)

*Online education has many advantages.*

**Section B:** Write a paragraph of about 50 words on the following topic. (5 marks)

*University education.*

**Question 2**

- (1) Write a description of a beautiful place that you have visited (Word count: 100).  
(10 marks)

**OR**

- (2) Write a description of your role model (Word count: 100). (10 marks)

**Question 3**

Write a short story beginning or ending with **one** of the following sentences **in more than 200 words**.

- 1) He stood on the stage and waved to the people.
- 2) My little brother had drawn pictures all over the wall! (20 marks)

**Question 4**

Write an essay on the following topic in **200-250 words**. (20 marks)

The COVID-19 pandemic has changed our lives in many ways. Comment on this statement with examples from your own knowledge and experience of the pandemic situation.

-----**END OF THE QUESTION PAPER**-----



END SEMESTER EXAMINATION QUESTION PAPER

CODE - QP

Approved for Quality Management System

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE

COURSE CODE: LC - 0845

YEAR I - SEMESTER I

INTRODUCTION TO ENGLISH LITERATURE

Faculty	Department / Section/Division
Humanities and Education	English
INSTRUCTIONS TO CANDIDATES	Date of the examination: 2021.03.15
This paper has twelve questions.	Duration of the examination = 03 hours
	Total Marks = 60
Answer <b>4 Questions</b> selecting one from each section.	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.
Each question carries 15 marks.	Candidates could be disqualified if you violate examination rules.

**This paper has twelve questions**

**Answer 4 Questions selecting one from each section.**

**SECTION A - POETRY**

1. Describe how death is portrayed in the poems; *Death be not Proud*, *Fear No More* and *To Daffodils*.

or

2. Cruelty and futility of war are effectively depicted in the poems *Dulce et Decorum Est* and *The Man He Killed*. Validate this statement.

or

3. Explain the effectiveness of the use of literary techniques in any three poems that you have studied.

**SECTION B – DRAMA**

4. Exploitation is demonstrated in the play, *The Caucasian Chalk Circle* with Grusha and the other servants and peasants doing all the work, and the Governor and his wife doing nothing to contribute to society. Discuss.



or

5. How are the characters of Grusha and Azdak important to the message of the play, *The Caucasian Chalk Circle*?

or

6. The play, *The Lesson*, by Eugene Ionesco is a harsh criticism of the modern system of education. Do you agree?

or

7. "The title, *The Lesson* is extremely suggestive in many aspects." Discuss.

### SECTION 3 – SHORT STORIES

8. *The Drummer* by Gamini Akmeemana is about violence, its spread and terror, which annoy ordinary man. Comment.

or

9. Despite its fairy-tale-like presentation, *The Happy Prince* is an in-depth analysis on social reality beyond palace walls. Substantiate this statement.

or

10. "Genuine greatness doesn't have to be accompanied by fame or be paraded to be admired. Greatness comes from within of those who follow principles that do not cast shadows onto others." Validate this statement with reference to *The Grasshopper* by Anton Chekov.

### SECTION 4 – NOVEL

11. "*Animal Farm* by George Orwell is a political satire that highlights a betrayal within." Comment.

12. Write short notes on any 3 characters of your choice.

- i. Napoleon
- ii. Snowball
- iii. Boxer
- iv. Squealer
- v. Clover

-----END OF THE QUESTION PAPER-----

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END SEMESTER EXAMINATION QUESTION PAPER

CODE - 9P

Approved for Quality Management System

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS IN ENGLISH

COURSE CODE: LC - 0845

YEAR I - SEMESTER I

BASIC CONCEPTS IN ENGLISH LANGUAGE TEACHING - TESL 1101

Faculty	Department / Section/Division
Humanities and Education	English
INSTRUCTIONS TO CANDIDATES	Date of the examination: 2021.03.17
This paper has seven questions.	Duration of the examination = 03 hours
Answer any four questions.	Total Marks = 60
	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.
Each question carries 15 marks.	Candidates could be disqualified if you violate examination rules.

THERE ARE **07** QUESTIONS IN THIS PAPER.  
ANSWER ANY **FOUR (04)** QUESTIONS.

**QUESTION 1**

**(15 marks)**

Discuss the following terminology associated with English Language Teaching.

1. Bilinguals (03 marks)
2. Mother Tongue (03 marks)
3. L1 and L2 (03 marks)
4. English as an International Language (03 marks)
5. Teaching English to Speakers of Other Languages (TESOL) (03 marks)

**QUESTION 2**

**(15 marks)**

Teaching is a complex action and the qualities of teachers naturally influence and shape the quality of learning in schools. Describe the qualities of a good teacher?

**QUESTION 3.****(15 marks)**

Bahrani & Soltani (2011) state that the visual impact of cartoons, captions and word clues persuade the learners to respond in a better way irrespective of their age, background or proficiency level.

Discuss how **three (03) out of the 05 cartoons** given below can be used in a classroom to

- i. increase students' speaking skills by constructing **03 speech activities**.
- ii. integrate writing skills into the lesson by constructing **02 written activities**.

**Instructions to answer this question are given below.**

- Identify a student population
- Give a time frame (45 minutes/ 1 hour)
- Each Cartoon requires

❖ **03 speech activities** selected from the following three stages. (3 marks)

- a) Pre-Speaking (Without Cartoon)
- b) While-Speaking (With Cartoon)
- c) Post-Speaking (After analysis of Cartoon)

**AND**

❖ **02 Written Activities** (2 marks)

Example: Cartoon A (5marks)

**Construct 03 activities to integrate Speaking Skills.**

03 Speech Activities (3 marks)	
a)	
b)	
c)	

**AND**

**Construct 02 activities to integrate Writing Skills.** (2 marks)

02 Written Activities	
d)	
e)	

Select only three (03) out of the 05 cartoons given below.

Cartoon 1



"Jimmy! Will you stop texting on your mobile phone. We are trying to discuss how technology has changed society!"

Cartoon 2



### Cartoon 3

People who are much older or who already have health problems are more likely to get sicker with coronavirus.

If anyone gets sick and feels like they might have coronavirus, they can immediately call their doctors and get help.

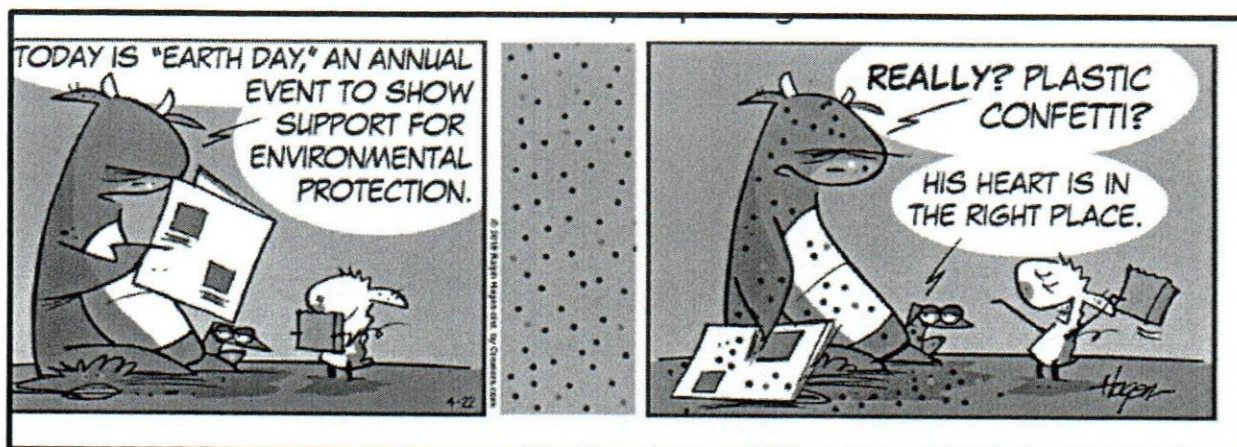


<https://www.sfusd.edu/school/bessie-carmichael-school-prek-8-filipino-education-center/little-bessie-prek-5/little-bessie-library/covid-19-comics>

### Cartoon 4



## Cartoon 5



## QUESTION 4

(15 marks)

Beginning and ending well sets the tone for the classroom and communicate that the classroom is a place for learning.

If you are a new teacher entering an ELT class for the first time write the following:

- 05 activities for Beginning a lesson
- 05 activities for Ending a Lesson

## QUESTION 5

(15 marks)

Discuss the developments in the spread of World Englishes through models of Kachru (1992) who divides World Englishes into three concentric circles and Modiano's (1999a) centripetal circles of international English.

## QUESTION 6

(15 marks)

- Describe Types of Errors learners make? (05 marks)
- Discuss techniques for correcting writing. (05 marks)
- Explain how spoken errors can be corrected. (05 marks)

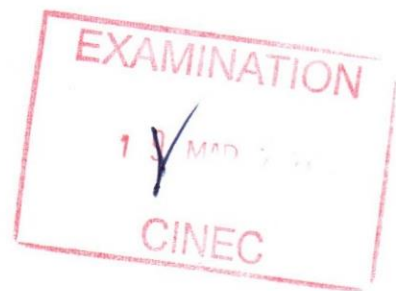
## QUESTION 7

15 marks)

Of the three teacher response styles of Canter & Canter, (2002) given below, identify what is the most suitable response style for good classroom management and explain why it is better than the others?

- Non-Assertive
- Hostile
- Assertive

..... END OF THE QUESTION PAPER .....



FINAL EXAMINATION QUESTION PAPER

CODE - QP

Approved for Quality Management System

Faculty	Department / Section/Division
Humanities and Education	English

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS IN ENGLISH

COURSE CODE: LC - 0845

SUBJECT: READING COMPREHENSION - ELAN 1102

YEAR I - SEMESTER I

INSTRUCTIONS TO CANDIDATES	Date: 2021.03.17
Answer all the questions.	Duration of the examination = 03 hours
Candidates could be disqualified if you violate examination rules.	Total marks = 100
Candidates are not allowed to communicate with and disturb fellow candidates during the examination.	Weightage = 60%

INDEX NUMBER: .....

For Office Use Only

Question No:	1	2	3	4	5	Total Marks/100	60%	Mid Sem 20%	Assig 20%	Total 100%	Signature
For Scrutinizer's Use Only (marks)											
For Moderator's Use Only (marks)											

- Answer all the questions.
- Answers should be written on this paper itself.
- Marks will be deducted for careless writing and grammatical/spelling/punctuation errors.

**Question 01**

**(30 marks)**

Read the following poem and answer the questions given below.

“... It’s strange when you think that such whitish fluff  
 can separate earth from that atmosphere stuff,  
 through which it has fallen in crystalline\* form,  
 at least in the winter that is the norm,  
 that this thin whiteness that settles so slow  
 is such a mixed blessing...acidic you know.

Well, what about rain you may ask in dismay,  
should children avoid it when outside they play?  
And what about fog and what about mist,  
are they like the snow, does the problem persist?  
Are we to believe that the problem is wide,  
Isn't it something our country can hide?

The issue at best is a tough one to solve  
because of some oxides which tend to evolve  
to acids, which may etch\* structural faces,  
and damage some life in aquatic places,  
As well as hurt plants and the soils below;  
because of the snow, it's acidic you know..."

Kenton M. Stewart

Crystalline: having the structure and form of a crystal  
Etch: corrode or eat away the surface of (something)

A) How has the poet described "snow" in the poem? (10 marks)

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B) What inferences can you draw about the problem that is described in the poem. (10 marks)

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Wilfred Owen born March 18, 1893 was an English poet noted for his anger at the cruelty and waste of war and his pity for its victims. In 1915, Owen enlisted in the British army. The experience of trench warfare brought him to rapid maturity; the poems written after January 1917 are full of anger at war's brutality, an elegiac pity for "those who die as cattle," and a rare descriptive power. In June 1917, he was wounded and sent home. While in a hospital near Edinburgh he met the poet Siegfried Sassoon, who shared his feelings about the war and who became interested in his work. The writer Geoff Dyer commented on Owen's poems mentioning that, "To a nation stunned by grief, the prophetic lag of posthumous publication made it seem that Owen was speaking from the other side of the grave. Memorials were one sign of the shadow cast by the dead over England in the twenties; another was a surge of interest in spiritualism. Owen was the medium through whom the missing spoke."

C) What inferences can be drawn about the influence of Wilfred Owen's life events on his work from the above passage? (10 marks)

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**Question 02****(20 marks)**

Compare and contrast the following two texts, paying attention to setting, imagery, language, content or any other aspects of the passages that you consider worthy of discussing.

## Text A

Beneath the dark corner, she lay there  
Love was the gift wrapped with fear  
Gone were the days smiles were rocking  
Now and then his fist did the talking.  
Each scar told a story  
Nights when pain took glory.  
She fell for every apology he fed her  
Tears from the tricky eyes of care  
'I love you' She always told him  
She wanted love's symphony.  
Everything she did was for love  
She fed him lust when he starved  
Love was so deep that she drown  
Browbeaten by pain she was the clown  
'You will die this day' her heart said  
As he smite her with the hands of death

## Text B

Anna, whose shadow casts itself on the wall since very early in the morning, now starts to fade away. Anna and that shadow of hers that moves from wall to wall should not be locked in here. She could just pack up and leave, but she cannot see what waits for her in the future. She knew more, but now she's forgotten it. She can no longer distinguish between what she wanted to become and what she has become. She lives in a 60m<sup>2</sup> dwelling with official protection and has as husband the same guy who impregnated her when she was seventeen.

Previously, Anna worked as a shop assistant and had fun with the customers. Except there was one thing her husband couldn't stand: the boss was always shuffling money around. The husband was wary because she had to deposit all those wads of cash, and something kept him from sleeping at night: that she would leave him for someone else or for a wad of money.

One day, he zipped up his coat and ran down the stairs at full speed cursing his wife and his job, but especially his wife. He often went to the pub to drown his sorrows. The son also got used to eating canteen food at school. But that afternoon, the husband kept walking until he walked right into the store and begged Anna to take off that ridiculous uniform and come home. Anna answered, "Not a chance!" Her job helped to pay the bills, to buy clothes for the boy, schoolbooks for the boy, and private lessons for the boy. As it got late Anna kept working, wrapping presents with a smile on her face. It was almost nine o'clock when she turned the key in the lock, and as soon as she walked in she got her first beating.



**Question 03****(20 marks)**

Read the following text and answer the questions given below in complete sentences.

"Old woman," grumbled the burly white man who had just heard Sojourner Truth speak, "do you think your talk about slavery does any good? I don't care anymore for your talk than I do for the bite of a flea."

The tall, imposing black woman turned her piercing eyes on him. "Perhaps not," she answered, "but I'll keep you scratching."

The little incident in 1840 sums up all that Sojourner Truth was: utterly dedicated to spreading her message, afraid of no one, and both forceful and witty in speech.

Yet 40 years earlier, who could have suspected that a spindly slave girl born in a damp cellar in upstate New York would become one of the most remarkable women in American history? Her name then was Isabella Baumfree, and by the time she was 14 years old she had seen both parents die of cold and hunger. She herself had been sold several times. By 1827, when New York freed its slaves, she had married and given birth to four children.

The first hint of Isabella's fighting spirit came soon afterwards, when her youngest son was illegally seized and sold. She marched to the courthouse and badgered officials until her son was returned to her.

In 1843, inspired by religion, she changed her name to Sojourner (meaning "one who stays briefly") Truth and, with only pennies in her purse, set out to preach against slavery. From New England to Minnesota she trekked, gaining a reputation for her plain but powerful and moving words. Incredibly, despite being black and female (only white males were expected to be public speakers), she drew thousands to town halls, tents, and churches to hear her powerful, deep-voiced pleas on equality for blacks-and for women. Often, she had to face threatening hoodlums. Once she stood before armed bullies and sang a hymn to them. Awed by her courage and her commanding presence, they sheepishly retreated.

During the Civil War she cared for homeless ex-slaves in Washington, D.C. President Lincoln invited her to the White House to bestow praise on her. Later, she petitioned Congress to help former slaves get land in the West. Even in her old age, she forced the city of Washington, D.C. to integrate its trolley cars so that black and white passengers could ride together.

Shortly before her death at the age of 86, she was asked what kept her going. "I think of the great things," replied Sojourner.

i) Why did the white man mentioned here speak to her in that way? (3 marks)

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ii) Why did she change her name? (2 marks)

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iii) Where was Sojourner Truth raised? (2 marks)

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iv) Was she satisfied of her life? Why? (3 marks)

.....  
 .....

v) In which year did she die? (2 marks)

.....  
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vi) What did she preach against? (3 marks)

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 .....

vii) On what grounds do you consider that her public speeches reflect her courage? (3 marks)

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 .....

viii) The writer mentions an incident where her youngest son was illegally seized. Was he returned to her at the end? Give reasons for your answer. (2 marks)

.....  
 .....

#### Question 04

(20 marks)

Read each passage and then respond to the questions.

On the morning appointed for her departure, Tess was awake before dawn, at the marginal minute of the dark when the grove\* is still mute, save for one prophetic bird who sings with a clear-voiced conviction that he at least knows the correct time of day, the rest preserving silence as if equally convinced that he is mistaken. She remained upstairs packing till breakfast-time, and then came down in her ordinary week-day clothes, her Sunday apparel being carefully folded in her box.

Her mother expostulated\*. 'You will never set out to see your folks without dressing up more the dand than that?' 'But I am going to work!' said Tess. 'Well, yes,' said Mrs Durbeyfield; and in a private tone, 'at first there mid be a little pretence o't ... But I think it will be wiser of 'ee to put your best side outward,' she added. 'Very well; I suppose you know best,' replied Tess with calm abandonment. And to please her parent the girl put herself quite in Joan's hands, saying serenely— 'Do what you like with me, mother.'

Mrs Durbeyfield was only too delighted at this tractability\*. First, she fetched a great basin, and washed Tess's hair with such thoroughness that when dried and brushed it looked twice as much as at other times. She tied it with a broader pink ribbon than usual. Then she put upon her the white frock that Tess had worn at the club-walking, the airy fulness of which, supplementing her enlarged coiffure\*, imparted to her developing figure an amplitude which belied her age, and might cause her to be estimated as a woman when she was not much more than a child.

- Grove: a small wood or other group of trees.
- Expostulated: express strong disapproval or disagreement
- Tractability: capable of being easily led or controlled
- Coiffure: a person's hairstyle

Comment on the relationship between Tess and Mrs. Durbeyfield (10 marks)

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What inferences can you make about the character of Mrs. Durbeyfield in the text? (10 marks)

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## Question 05

(10 marks)

Read the passage and answer the questions given below.

Getting rid of colonial education methods such as the examination-oriented teaching process and colonial education law as independent Sri Lanka still does not have an education law were highlighted at a recent **forum** organized by the Institute of Policy Studies (IPS) in Colombo.

The exam-oriented teaching process is a colonial method that was adopted from the United Kingdom (UK). It was pointed out that it is neither practical nor meaningful in the current context, where a student has to memorize the syllabus and then he/she could predict the exam paper questions, which would ultimately result in limiting their thinking capabilities. As grades matter in an examination-oriented system, what Sri Lanka needs is an education system that **nurtures** creative thinking, which will generate new ideas that would help the growth of the country and its economy.

IPS Executive Director Dushni Weerakoon said that educational reforms are a priority for Sri Lanka as labour productivity is the key to ensuring the country's growth. While many institutions including the National Education Commission (NEC) have been stressing on educational reforms that would suit the Sri Lankan system over the years, the proposals they have presented are yet to be approved by the policymakers.

Meanwhile, improving equity in terms of infrastructure, resources and manpower, was also stressed as it is important to decrease **disparities** in access to quality education. The participants at the forum highlighted that the teacher quality should be improved, and better facilities should be given to classrooms.

Dr. Sedere also highlighted the need to safeguard the country's education system from politics. "It is a huge threat we have. Our education system has been destroyed by the politics, of course it was the politicians who built it for us also; we say C.W.W. Kannangara is the father of education," he said. Another aspect pointed out by him was the absence of a long-term plan for education. Although Sri Lanka has the best in primary education in South Asia, it is the lowest achieving country in higher education in the region. The reason cited for the absence of a long-term agreed plan was politics and **bureaucracy**.

Source: <http://www.dailymirror.lk/article/Whither-Sri-Lanka-s-education-system--145409.html>

1. Mention the two main issues in the Sri Lankan education system that were highlighted at the forum organized by the Institute of Policy Studies. (02 marks)

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2. According to the text, what is the main criticism that is directed at the current exam-oriented teaching process? (02 marks)

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3. As suggested by the majority at the forum, Sri Lanka should adopt an education method that.....

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(01 mark)

4. What is the attitude of the IPS Executive Director regarding educational reforms? (01 marks)

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5. According to the passage, what are the measures that can be taken to reduce disparities in access to quality education? (02 marks)

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8. Give the meanings of the words in bold print, using your own words (02 marks)

Forum: .....

Nurture: .....

Disparities: .....

Bureaucracy: .....

-----**END OF THE QUESTION PAPER**-----





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Faculty	Department / Section/Division
Management, Humanities and Social Sciences	Education and Languages

<p>EDUCATION &amp; TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE          COURSE CODE: LC - 0845</p> <p>END SEMESTER EXAMINATION QUESTION PAPER          YEAR I - SEMESTER I          WRITING SKILLS - ELAN 1103</p>
---

INSTRUCTIONS TO CANDIDATES	Date of the examination: 2019.10.25
Answer <u>all</u> questions.	Duration of the examination = 03 hours
Please attach this sheet to your answer booklet.	Total Marks = 60
Candidates could be disqualified if you violate examination rules.	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.

❖ **Answer all questions.**

❖ **Please attach this sheet to your answer booklet.**

### Question 01

Develop the following sentence into a paragraph of about 50 words.

(05 marks)

*Exercise is necessary for good health.*

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Write a paragraph of about 50 words on the following topic.

(05 marks)

*The sea.*

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### Question 02

(1) Write a description of an interesting person that you have met (Word count: 100).

(10 marks)

OR

(2) Describe an activity that you enjoy doing in your free time (Word count: 100).

(10 marks)

### Question 03

Write a short story beginning or ending with one of the following sentences.

1) "Stop that at once!" he shouted.

2) Our dog was nowhere to be found.

(20 marks)

### Question 04

Write an essay on one of the topics in 200-250 words.

(20 marks)

1) The benefits of playing a sport.

2) The advantages and disadvantages of the mobile phone.

-----END OF THE QUESTION PAPER-----



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Faculty	Department / Section/Division
Management, Humanities and Social Sciences	Education and Languages

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE COURSE CODE: LC - 0845
END SEMESTER EXAMINATION QUESTION PAPER YEAR I - SEMESTER I INTRODUCTION TO ENGLISH LITERATURE - ELIT 1101

INSTRUCTIONS TO CANDIDATES	Date of the examination: 2019.10.24
Answer only <u>four</u> questions taking <u>one</u> from each section.	Duration of the examination = 03 hours
Candidates could be disqualified if you violate examination rules.	Total Marks = 60
Candidates are not allowed to communicate with and disturb fellow candidates during the examination.	

**❖ Answer only four questions taking only one from each section.**  
 (15x4 = 60 marks)

**Section I - Poetry**

**Question 01**

The poems “Death be not proud”, “Fear No More” and “Mid-Term Break” associate with death in three different ways. Comment.

or

**Question 02**

Different poets use nature as the main theme in their poetry to convey different ideologies. Substantiate this statement with reference to three poems that you have studied.

**Section II - Short stories**

**Question 03**

The decision made by Eveline is the best possible option that a young girl in a crisis can take. Do you agree?

or

**Question 04**

“The Old Man at the Bridge” by Ernest Hemingway is a short story that consists of many unique features. Discuss.

**Question 05**

In "The Grasshopper," Anton Chekhov highlights the importance of true friendship. Comment.  
or

**Question 06**

The short story "The Drummer" discusses the theme of violence in society. Do you agree? Give reasons for your answer.

**Section III – Novel****Question 07**

"Animal Farm" by George Orwell satirically depicts how Soviet Russia turned into a totalitarian government after the Socialistic Revolution".

Do you agree with the above statement? Discuss with examples drawn from the text.

or

**Question 08**

How does George Orwell use the characters in "Animal Farm" to highlight the theme of Dictatorship? Discuss with special reference to Napoleon and Squealer.

**Section IV - Drama****Question 09**

Through the characterization of the Professor and the Student in "The Lesson," Ionesco criticizes the education system. To what extent do you agree with this statement? Give reasons for your answer.

or

**Question 10**

"The Caucasian Chalk Circle" by Bertolt Brecht highlights the corrupted and deteriorated social system with selfish individuals." Do you agree?

or

Is the final decision made by Azdak in choosing the right mother for Michael correct? Why?

-----END OF THE QUESTION PAPER-----

Library



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EXAMINATION

23 OCT 2019

CINEC

Faculty	Department / Section / Division
Management, Humanities and Social Sciences	Education and Languages

EDUCATION &amp; TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE

COURSE CODE: LC - 0845

END SEMESTER EXAMINATION QUESTION PAPER

YEAR I - SEMESTER I

READING COMPREHENSION - ELAN II02

INSTRUCTIONS TO CANDIDATES	Date: 2019.10.23
Answer all the questions.	Duration of the examination = 03 hours
Candidates could be disqualified if you violate examination rules.	Total marks = 100
Candidates are not allowed to communicate with and disturb fellow candidates during the examination.	Weightage = 60%

INDEX NUMBER: .....

For Office Use Only

Question No:	1	2	3	4	5	Total Marks/100	60%	Signature
For Scrutinizer's Use Only (marks)								
For Moderator's Use Only (marks)								

- Answer all the questions.
- Answers should be written on this paper itself.
- Marks will be deducted for careless writing and grammatical/spelling/punctuation errors.

**Question 01****(30 marks)**

Read the following poem and answer the questions given below.

Morning  
and island man wakes up  
to the sound of blue surf  
in his head  
the steady breaking and wombing

wild seabirds  
and fishermen pushing out to sea  
the sun surfacing defiantly  
from the east  
of his small emerald island  
he always comes back groggily groggily

Comes back to sands  
of a grey metallic soar  
to surge of wheels  
to dull North Circular roar

muffling muffling  
his crumpled pillow waves  
island man heaves himself

Another London day

Grace Nichols

A) What inferences can be drawn about the two contexts described in the poem? (10 marks)

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B) What inferences can you make about the 'island man'? (10 marks)

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A revered English poet whose short life spanned just 25 years, John Keats was born October 31, 1795, in London, England. He was the oldest of Thomas and Frances Keats' four children. Keats lost his parents at an early age. He was eight years old when his father, a livery stable-keeper, was killed after being trampled by a horse. His father's death had a profound effect on the young boy's life. In a more abstract sense, it shaped Keats' understanding for the human condition, both its suffering and its loss. Keats' father's death greatly disrupted the family's financial security. His mother, Frances, seemed to have launched a series of missteps and mistakes after her husband's death; she quickly remarried and just as quickly lost a good portion of the family's wealth. After her second marriage fell apart, Frances left the family, leaving her children in the care of her mother. During this period, Keats found solace and comfort in art and literature. At Enfield Academy, where he started shortly before his father's passing, Keats proved to be a voracious reader.

C) What inferences can be drawn about John Keats and his life from the above passage? (10 marks)

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## Question 02

(20 marks)

**Compare and contrast the following two texts, paying attention to setting, imagery, language, content or any other aspects of the passages that you consider worthy of discussing.**

Text A

Beside the ungathered rice he lay,  
 His sickle in his hand;  
 His breast was bare, his matted hair  
 Was buried in the sand.  
 Again, in the mist and shadow of sleep,  
 He saw his Native Land.

Wide through the landscape of his dreams  
The lordly Niger flowed;  
Beneath the palm-trees on the plain  
Once more a king he strode;  
And heard the tinkling caravans  
Descend the mountain-road.

He saw once more his dark-eyed queen  
Among her children stand;  
They clasped his neck, they kissed his cheeks,  
They held him by the hand!--  
A tear burst from the sleeper's lids  
And fell into the sand.

Text B

One day, when all our people were gone out to their works as usual, and only I and my dear sister were left to mind the house. Two men and a woman got over our walls and in a moment seized us both, and, without giving us time to cry out, or make resistance, they stopped our mouths, and ran off with us into the nearest wood. Here they tied our hands, and continued to carry us as far as they could, till night came on, when we reached a small house where the robbers halted for refreshment, and spent the night. We were then unbound, but were unable to take any food; and, being quite overpowered by fatigue and grief, our only relief was some sleep.

It sometimes took several months to transport captives to the coast, and they often were sold and resold to several new owners along the way. Once they reached the coast, some captives were taken to slave forts or compounds, where they waited for a slave vessel to arrive. Many of these fortresses still stand on the coasts of Africa, at places like Ilmina and Goree Island, as ruined monuments to the cruel economy of years past.

Once a ship was ready, the Africans were handed over to their new captors, Europeans and Americans, who would take them on their journey to the America.

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**Question 03****(20 marks)**

**Read the following text and answer the questions given below in complete sentences.**

Oppression did not end with slavery. Even though the Civil War and the 13th amendment ended slavery, during the war and the post-emancipation period there was still a lot of sexual violence against African American girls and women. Many white men used rape as an instrument to establish their power after they lost their privilege by the abolition of slavery. During slavery, many white owners were able to get away with sexually abusing their female slaves, as the enslaved black women were considered the slave owner's property. Black women chose to keep their sexual experiences private, out of fear of judgement by society. Black women were often seen (and stereotyped) as very sexual and promiscuous. They also chose to keep that part of their lives private to at least have their sexuality as their own, in a world where they were often merely seen as property.

Feminist scholar Evelyn Hammonds describes three themes that describe how the perceptions of black women's sexuality are produced and maintained. The first is "the construction of the black female as the embodiment of sex and the attendant invisibility of black women as the unvoiced, unseen everything that is not white." The second theme is "the resistance of black women both to negative stereotypes of their sexuality and to the material effects of those stereotypes on their lives" and the third theme that Hammonds describes is "the evolution of a

“culture of dissemblance” and a “politics of silence” by black women on the issue of their sexuality” (Hammonds, 132). However, there came a point when some black women started to speak up about their sexuality and their experiences, also because they wanted to hold their abusers accountable for their actions.

Accounts of sexual assault of black women in literature, both in non-fiction and fiction, are related to black women’s sexuality, as they mirror the society of the time in which the story takes place.

1. What is this text about? (03 marks)

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2. Did female oppression end with slavery? (02 marks)

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3. Why were the white owners able to get away with sexually abusing their female slaves? (03 marks)

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4. Why did many black women choose to keep their sexual experiences private? (03 marks)

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5. List three themes that describe how the perceptions of black women’s sexuality are produced and maintained according to Evelyn Hammonds. (03 marks)

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6. According to the text, why did black women start to speak up about their sexuality and their experiences? (03 marks)

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7. Accounts of sexual assault of black women in literature reflects ..... (03 marks)

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**Question 04**

**(20 marks)**

**Read each passage and then respond to the questions.**

It was in that small shack that Hassan's mother, Sanaubar, gave birth to him one cold winter day in 1964. While my mother hemorrhaged to death during childbirth, Hassan lost his less than a week after he was born. Lost her to a fate most Afghans considered far worse than death: She ran off with a clan of traveling singers and dancers. Hassan never talked about his mother, as if she'd never existed. I always wondered if he dreamed about her, about what she looked like, where she was. I wondered if he longed to meet her. Did he ache for her, the way I ached for the mother I had never met?

One day, we were walking from my father's house to Cinema Zainab for a new Iranian movie, taking the shortcut through the military barracks near Istiqlal Middle School. A group of soldiers huddled in the shade of one of those tanks, smoking cigarettes and playing cards. One of them saw us, elbowed the guy next to him, and called Hassan. "You! The Hazara! Look at me when I'm talking to you!" the soldier barked. "I knew your mother, did you know that? I knew her real good. I took her from behind by that creek over there." The soldiers laughed.

Later, in the dark, after the movie had started, I heard Hassan next to me, croaking. Tears were sliding down his cheeks. I reached across my seat, slung my arm around him, pulled him close. He rested his head on my shoulder. "He took you for someone else," I whispered. "He took you for someone else."

Comment about the relationship between the narrator and Hassan. (10 marks)

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What inferences can you make about the family background of Hassan? (10 marks)

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**Question 05****(10 marks)**

Read the passage and answer the questions given below.

Inequities among schools, in terms of physical and human resources, access, and administration were identified as issues concerning the current Sri Lankan education system. Confirming recent IPS research findings, it was noted that large **disparities** exist in school-level resources among national and provincial schools, as well as among different school types, based on functioning grades. The problem of an unequal distribution of teachers in terms of their qualifications and experience, with good quality teachers being concentrated in privileged schools, was also highlighted. Adequate **incentives** and support programs to attract good quality teachers to disadvantaged schools in rural areas were identified as crucial in addressing equity issues.

While more funding for education was deemed necessary to improve both education outcomes and equity, it was noted that **substantial** amounts of funds have already been allocated for the education sector by the likes of the World Bank and the Asian Development Bank. The need to look at how effectively such funds have been utilized, before calling on more funds, was highlighted.

Dr. Upali Sedere, Rector of the Sri Lanka International Buddhist Academy and education sector specialist, stressed the importance of efficient planning and coordination between different stakeholders in developing effective policy frameworks. He pointed out that lack of a national plan and proper coordination between these **stakeholders** acts as constraints in the system. Politicized systems and poor capacity of current bureaucrats were also identified as issues.

1. What are the main issues that exist in the current education system in Sri Lanka? (02 marks)

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 .....

2. List down the main research findings of IPS in brief. (03 marks)

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3. What is suggested by Dr. Upali Sedere to develop an effective policy framework? (02 marks)

.....  
 .....

4. Give the meanings of the words in bold print, using your own words. (03 marks)

- i.      **disparities**      .....  
 ii.     **incentives**      .....  
 iii.    **stakeholders**     .....

-----**END OF THE QUESTION PAPER**-----



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EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE

COURSE CODE: LC - 0845

END SEMESTER EXAMINATION QUESTION PAPER

YEAR I - SEMESTER I

*INTRODUCTION TO ENGLISH LANGUAGE AND ENGLISH GRAMMAR - ELAN 1101*

Faculty	Department / Section / Division
Management, Humanities and Social Sciences	Education and Languages
INSTRUCTIONS TO CANDIDATES	Date of the examination = 2019.10.22
Answer question number 01 and only <b>THREE</b> from part II.	Duration of the examination = 03 hours
Candidates are not allowed to communicate with and disturb fellow candidates during the examination.	Candidates could be disqualified if you violate examination rules.

- \* Answer question number 01 and any **THREE** questions from Part II.

### Part I

#### Question 01

**Extract examples for the grammatical elements from the given text. Write one example for each question. Avoid repeating the same example. (15 Marks)**

'Wildlife' is a term that refers to animals that are not normally domesticated. They are a living resource that will die and be replaced by others of their kind. Wildlife plays a very important role in balancing the environment and provides stability to different natural processes of nature. It can be found in all ecosystems, desert, rainforests, plains and other areas. Sri Lanka's wildlife is both rich and varied, it includes all flora and fauna, animals, plants and macro organisms.

Wildlife is important for its beauty, economic, scientific and survival value. It helps to maintain the ecological balance of nature and maintains the food chain. It provides useful substances and wild animal products like ivory, leather, honey, tusk etc. Besides being a country's cultural asset, it also provides aesthetic value to man. We largely depend on wildlife for every elementary requirement in our life. That man depends on wildlife is the truth less understood by man himself.

Wildlife conservation encompasses all human activities and efforts directed to preserve wild animal from extinction. It involves both protection and scientific management of wild species. Wildlife and nature have largely been associated with humans for numerous emotional and social reasons. Wildlife plays an essential role in the ecological and biological processes that are yet again significant to life.

The normal functioning of the biosphere depends on endless interaction among animals, plants and micro organisms. Wildlife has occupied a special place of veneration in various cultures of the world. This speaks volumes of its value to mankind.

- a) Present participle as an adjective - .....
- b) Compound sentence - .....
- c) Predicative adjective - .....
- d) Non – finite verb - .....
- e) Transitive verb - .....
- f) Prepositional phrase post-modifying a noun phrase - .....
- g) Nominal clause as the subject of a sentence - .....
- h) Compound noun - .....
- i) Abstract noun - .....
- j) Noun phrase in object position of a sentence - .....
- k) Relative clause - .....
- l) Degree adverb - .....
- m) Irregular noun - .....
- n) Reflective pronoun - .....
- o) Passive verb - .....

## Part II

### Question 02

Write an essay on ' Noun Phrases ' discussing its structure, grammatical elements and syntactic functions. Provide examples when necessary.

### Question 03

Write an essay on ' Primary Auxiliaries ' referring to the list, characteristics and some of the main functions. Support your answer with examples.

**Question 04**

Write short notes on the following.

- a) Relative Clauses
- b) Types of sentences based on what it expresses
- c) Kernel sentences
- d) Clause elements

**Question 05**

Describe, with examples, the three types of conjunctions and classification of conjunctions according to the meaning.

**Question 06**

Describe different types of adverbs with examples.

**Question 07**

Write short notes on any three of the following:

- i) Interjections
- ii) Characteristics of Pronouns
- iii) Dropping the agent in the Passive
- iv) "A preposition shows relationship between two word classes"
- v) Change in tense in Reported Speech

(15 X 3 = 45 marks)

-----**END OF THE QUESTION PAPER**-----



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Faculty	Department / Section / Division
Management, Humanities and Social Sciences	Education and Languages

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE COURSE CODE: LC - 0845
END SEMESTER EXAMINATION QUESTION PAPER YEAR I - SEMESTER I BASIC CONCEPTS IN ENGLISH LANGUAGE TEACHING - TESL 1101

INSTRUCTIONS TO CANDIDATES	
There are 06 questions in this paper.	Duration of the examination = 03 hours
Candidates are required to answer <b>any four (04)</b> Questions.	Date: 2019.10.21.
Each question carries 15 marks.	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.
	Candidates could be disqualified if you violate examination rules.

THERE ARE SIX 06 QUESTIONS IN THIS PAPER.  
ANSWER ANY FOUR (04) QUESTIONS.

### QUESTION 1.

(15 marks)

Write **05 questions** for the each of the **three (03) cartoons** given below which can be used in a classroom to improve writing skills. (2 marks)

Cartoon A: Write 05 questions.

(05 marks)





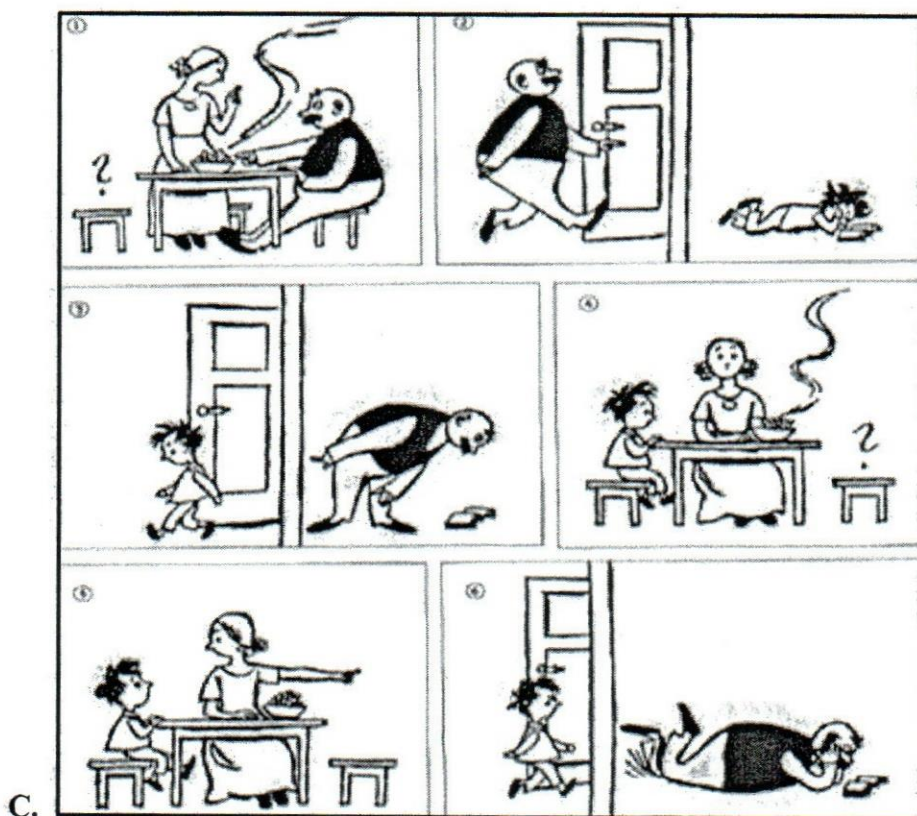
Cartoon B: Write 05 questions.

(05 marks)



Cartoon C: Write 05 questions.

(05 marks)



QUESTION 02

(15 marks)

Discuss the following giving examples:

- i. Types of errors learners make. (05 marks)
- ii. Techniques for correcting writing. (05 marks)
- iii. Criteria for dealing with spoken errors (05 marks)

**QUESTION 03****(15 marks)**

Applied Linguistics is using what we know about a language, how it is learned, and apply the knowledge to teaching a language. Discuss the importance of Applied Linguistics in English Language Teaching (ELT).

**QUESTION 04****(15 marks)**

Based on teacher response styles the Assertive Discipline approach (Canter & Canter, 2002) categorizes teachers based on response styles. Giving examples discuss the following response styles of a teacher.

- i. Non-Assertive (05 marks)
- ii. Hostile (05 marks)
- iii. Assertive (05 marks)

**QUESTION 05****(15 marks)**

To create a good learning environment in which the maximum number of students can actively participate in the lesson, the following 3 factors are necessary. Discuss good classroom management under the 3 factors.

- i. The physical conditions of the classroom (05 marks)
- ii. Teacher behaviour (05 marks)
- iii. Maintaining discipline in the class (05 marks)

**QUESTION 06****(15 marks)**

- i. Discuss 03 activities you will use to begin a lesson. (06 marks)
- ii. Describe 03 activities you would use to end a lesson. (06 marks)
- iii. Give 03 homework activities you would give a group of Grade 5 students for a lesson on the simple past tense. (03 marks)

..... *END OF THE QUESTION PAPER* .....



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Faculty	Department / Section/Division
Management, Humanities and Social Sciences	Education and Languages

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE COURSE CODE: LC - 0845
END SEMESTER EXAMINATION QUESTION PAPER YEAR I - SEMESTER I INTRODUCTION TO ENGLISH LITERATURE - ELIT 1101

INSTRUCTIONS TO CANDIDATES	Date of the examination: 2019.09.15
Answer only <b>four</b> questions taking <b>one</b> from each section.	Duration of the examination = 03 hours
Candidates could be disqualified if you violate examination rules.	Total Marks = 60
Candidates are not allowed to communicate with and disturb fellow candidates during the examination.	

❖ Answer only **four** questions taking **one** from each section.

(15x4 = 60 marks)

### Section I - Poetry

#### Question 01

“Nature has become a vehicle for many poets to portray social, emotional and philosophical aspects.” Discuss, with reference to at least three poems that you have studied.

#### Question 02

“In poetry, war is viewed and described in different perspectives by different poets. Comment with reference to at least three poems.

#### Question 03

Select three poems that you have studied and comment how appropriate the language used by the poet in conveying the intended idea or message.

**Section II - Short stories****Question 04**

“Both Eveline, in the short story *Eveline* By James Joyce and Olga, in *The Grasshopper* by Anton Chekhov are victims of different social circumstances”. Substantiate this statement.

**Question 05**

In “The Happy Prince,” Oscar Wilde highlights the themes of social inequality and human suffering. Do you agree? Give reasons for your answer.

**Question 06**

Compare and contrast the characters of Dymov and the Happy Prince portrayed in “The Grasshopper” by Anton Chekhov and “The Happy Prince” by Oscar Wilde respectively.

**Question 07**

Gamini Akmeemana, in “The Drummer,” uses the act of drumming to represent social injustice. Comment.

**Section III – Novel****Question 08**

What do Napoleon, Squealer and Boxer represent in *Animal Farm* by George Orwell? Discuss with examples drawn from the text.

**Question 09**

*Animal Farm* by George Orwell suggests that revolutions are short lived and ultimately become worse than the previous situation. Do you agree?

**Section IV - Drama****Question 10**

“*The Caucasian Chalk Circle* is a critical piece of literature on a corrupted society in several aspects.” Substantiate this statement.

**Question 11**

“Azdak in *The Caucasian Chalk Circle* by Bertolt Brecht is a complicated character with a controversial behavior as a judge but he is an intellect with a good heart.” Do you agree.

-----END OF THE QUESTION PAPER-----



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 Approved for Quality Management System

Faculty	Department / Section / Division
Management, Humanities and Social Sciences	Education and Languages

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE COURSE CODE: LC - 0845 END SEMESTER EXAMINATION QUESTION PAPER YEAR I - SEMESTER I BASIC CONCEPTS IN ENGLISH LANGUAGE TEACHING - TESL 1101
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INSTRUCTIONS TO CANDIDATES	
Candidates are required to answer <b>any four (04)</b> Questions.	Duration of the examination = 03 hours
Each question carries 15 marks.	Date: 2019.09.15.
	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.
	Candidates could be disqualified if you violate examination rules.

**ANSWER ANY FOUR (04) QUESTIONS.**

1. (15 marks)

*Cartoons are powerful teaching tools that can be used in ELT.* Discuss how **three (03) out of the 05 cartoons** given below can be used in a classroom to

- i. increase students' speaking skills by constructing **02 speech activities**. (2 marks)
- ii. integrate writing skills into the lesson by constructing **3 written activities**. (3 marks)

**Instructions to answer this question are given below.**

Each Cartoon requires

- i. **02 speech activities** selected from the following three stages.
  - a) Pre-Speaking (Without Cartoon)
  - b) While Speaking (With Cartoon)
  - c) Post Speaking

Example: **Cartoon A**

(5marks)

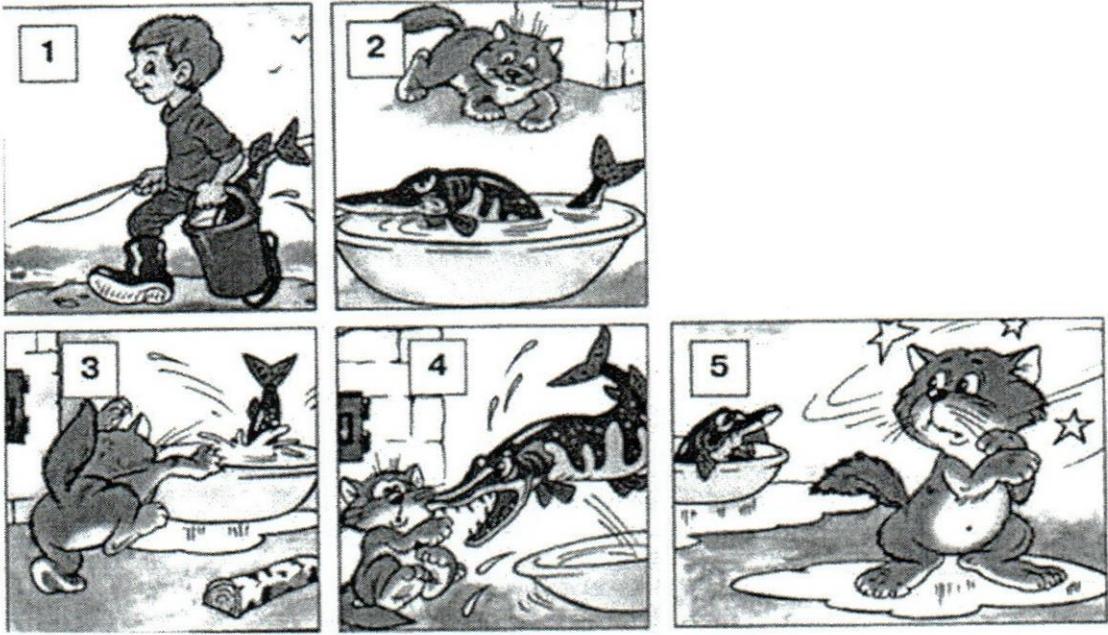
i. <b>02 Speech Activities</b> (2 marks)
1)

2)

ii. **AND**  
Construct 03 activities to integrate Writing Skills. (3 marks)

3 Written Activities
1.
2.
3.

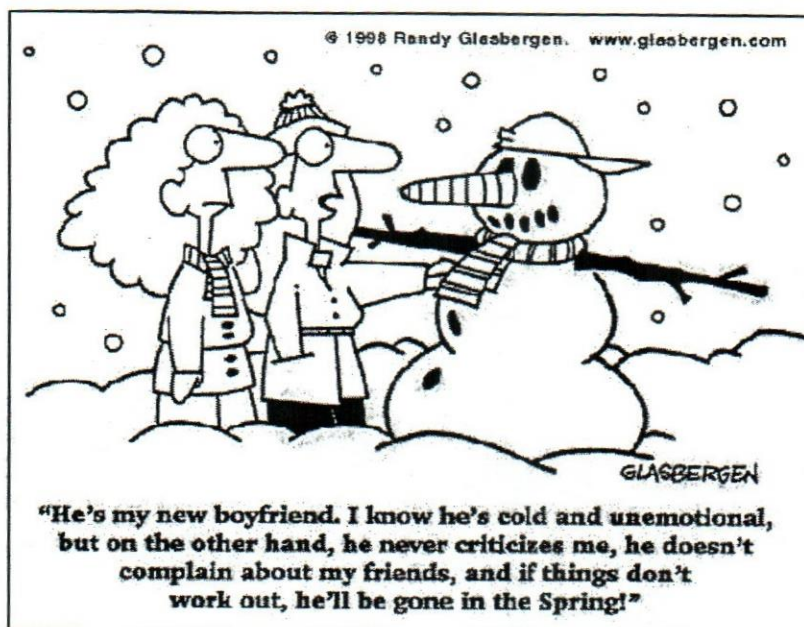




C.



D.



E.

**Question 02****(15 marks)**

Discuss the following giving examples:

- i. Types of errors learners make. (05 marks)
- ii. Techniques for correcting writing. (05 marks)
- iii. Criteria for dealing with spoken errors. (05 marks)

**Question 03****(15 marks)**

Discuss the place and significance of ELT within Applied Linguistics.

**Question 04****(15 marks)**

Based on teacher response styles the Assertive Discipline approach (Canter & Canter, 2002) categorizes teachers as follows:

- i. Non-Assertive
- ii. Hostile
- iii. Assertive

Giving examples discuss the response styles of a teacher.

**Question 05****(15 marks)**

To create a good learning environment in which the maximum number of students can actively participate in the lesson the following 3 factors are necessary.

- i. The physical conditions of the classroom
- ii. Teacher behaviour
- iii. Maintaining discipline in the class

Discuss good classroom management under these topics.



**Question 06****(15 marks)**

- A. Akther (2014) states that a well-planned beginning is helpful in the following aspects:
- i. to establish a good relationship between students and teacher
  - ii. to recall their background knowledge

Discuss the techniques you will use to establish the above 2 beginning criteria.

- B. Closure is the step where you wrap up a lesson plan and help students organize the information in a meaningful context in their minds. Describe activities you would use for the closure of a lesson.

..... *END OF THE QUESTION PAPER* .....



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EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE

COURSE CODE: LC - 0845

END SEMESTER EXAMINATION QUESTION PAPER

YEAR I - SEMESTER I

*INTRODUCTION TO ENGLISH LANGUAGE AND ENGLISH GRAMMAR - ELAN 1101*

Faculty	Department / Section / Division
Management, Humanities and Social Sciences	Education and Languages

INSTRUCTIONS TO CANDIDATES	Date of the examination = 2019.09.14
Answer question number 01 and only <b>THREE</b> from part II.	Duration of the examination = 03 hours
Candidates are not allowed to communicate with and disturb fellow candidates during the examination.	Candidates could be disqualified if you violate examination rules.

\* Answer question number 01 and only **THREE** from Part II.

### Part I

#### Question 01

(15 marks)

**Extract examples for the grammatical elements from the given text. Write one example for each question.**

The joy of reading is something that cannot be described, it is something that you need to experience. Reading gives us a much-needed break from the normal chaotic life experiences. Reading instills peace and relaxes the brain. Your world is filled with interesting characters from the literature you are reading. Reading increases our imagination helping us to think about our ideas visually. A good reader never gets tired of reading. After all, it is said that reading is the best medicine to kill boredom.

In this digital world, people tend to deviate from the habit of reading, the most profitable leisure time activity. It seems to be the most foolish thing to be done. It is high time; we need to take up this matter seriously. Let's patronize bookstores and libraries and make ourselves informed and knowledgeable. Reading makes a complete man.

- i) Compound sentence
- ii) Frequency adverb
- iii) Passive verb
- iv) Non-finite verb
- v) Di-transitive verb
- vi) Prepositional phrase as a modifier of a noun phrase
- vii) Irregular noun
- viii) Pro-form and its antecedent
- ix) Past participle as an adjective
- x) Intensive verb / Copular
- xi) Compound noun
- xii) Object complement
- xiii) Predicative adjective
- xiv) Demonstrative determiner
- xv) Abstract noun

## Part II

### Question 02

Describe, with examples, the characteristics of adjectives and semantic classifications of adjectives.

### Question 03

Explain, with examples, the characteristics and syntactic function of adverbs.

### Question 04

Write an essay on 'Adverbial Clauses'. Support your answer with examples.

### Question 05

Write an essay on 'Modal Auxiliaries' including the list, their characteristics and uses. Support your answer with examples.

**OR**

Write an essay on 'Primary Auxiliary Verbs' including the list, their characteristics and uses. Support your answer with examples.

**Question 06**

Discuss the structure and the syntactic functions of 'Noun Phrases'. Support your answer with examples.

**Question 07**

Write short notes on any three of the following:

- i) Pro-forms
- ii) Types of sentences based on what the sentence expresses
- iii) Clause elements
- iv) Verb combinations
- v) Types of pronouns

(15 X 3 = 45 marks)

-----**END OF THE QUESTION PAPER**-----



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EDUCATION & TRAINING COURSE: BACHELOR OF EDUCATION (HONS) IN INFORMATION TECHNOLOGY  
 COURSE CODE: LC - 0851

END SEMESTER EXAMINATION QUESTION PAPER

YEAR I - SEMESTER I

MATHEMATICS FOR COMPUTING - BDI3033

Faculty	Department / Section / Division
Management, Humanities and Social Sciences	Education and Languages
<i>INSTRUCTIONS TO CANDIDATES</i>	Date: 2019.10.04
Total Marks = 100	Duration of the examination = 03 hours
	Candidates could be disqualified if you violate examination rules.
	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.
<i>NOTE: Answer any 05 questions out of 07</i>	

❖ Answer Five questions only.

Question 01

(a) The equation of a curve is given by  $y = x^2 - 4x + 3$ .

- i) Find the coordinates of the extremum point on the curve. (6)
- ii) Determine whether this extremum point is maximum or minimum. (2)
- iii) For what values of  $x$  does the curve increase? (2)

(b) Differentiate with respect to  $x$ .

- i)  $f(x) = 2e^x - 8^x$  (5)
- ii)  $f(x) = 3e^x + 8\ln x$  (5)

(Total 20 marks)

## Question 02

(a) Find the integral and simplify the terms fully:  $\int (-6x^3 + 9x^2 + 4x - 3) dx$  (6)

(b) Find the equation of the curve for which  $f'(x) = (x + 1)(3x + 1)$  and passes through the point (2,9). (14)

(Total 20 marks)

## Question 03

Prove the following trigonometric identities.

(a)  $\tan x \sin x + \cos x \equiv \sec x$  (5)

(b)  $(\sin x + \cos x)^2 \equiv 1 + \sin 2x$  (5)

(c)  $\frac{1 - \cos 2x}{2} \equiv \sin^2 x$  (5)

(d)  $\sec x + \tan x \equiv \frac{\cos x}{1 - \sin x}$  (5)

(Total 20 marks)

## Question 04

(a) Simplify and express as a single matrix.

$$6 \begin{pmatrix} -3 & 1 \\ 2 & 0 \end{pmatrix} + \left[ 5 \begin{pmatrix} 4 & -1 \\ -1 & 3 \end{pmatrix} - \begin{pmatrix} 2 & -2 \\ 4 & 3 \end{pmatrix} \right] \quad (8)$$

(b) Given that matrix A is;

$$A = \begin{pmatrix} 0 & 1 & -1 \\ 2 & -1 & 3 \\ -1 & 1 & 2 \end{pmatrix}$$

i) Find  $|A|$  (7)

Given that the cofactor matrix of A is  $\begin{pmatrix} -5 & -7 & 1 \\ -3 & -1 & -1 \\ 2 & 2 & 1 \end{pmatrix}$ ;

ii) Write the adjacent matrix of A. (3)

iii) Write the inverse matrix of A. (2)

(Total 20 marks)

## Question 05

(a) Use the method "Elimination" to solve the simultaneous equations;

$$\begin{aligned} -x + 2y &= -11 \\ 2x + y &= -13 \end{aligned} \quad (10)$$

(b) Use Cramer's Rule to justify your answer in part (a). (10)

(Total 20 marks)

## Question 06

Use Gaussian elimination to find the solution for linear equation system:

$$\begin{aligned} x + y &= 3 \\ 3x - 2y &= 4 \end{aligned} \quad (Total 20 marks)$$

## Question 07

Find the inverse of  $A$  using Gaussian elimination.

$$A = \begin{pmatrix} 1 & 2 \\ -1 & 3 \end{pmatrix} \quad (Total 20 marks)$$

-----END OF THE QUESTION PAPER-----



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Faculty	Department / Section/Division
Management, Humanities and Social Sciences	Education and Languages

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE COURSE CODE: LC - 0845
END SEMESTER EXAMINATION QUESTION PAPER YEAR I - SEMESTER I WRITING SKILLS - ELAN II03

INSTRUCTIONS TO CANDIDATES	Date of the examination: 2019.09.14
Answer <u>all</u> questions.	Duration of the examination = 03 hours
Candidates could be disqualified if you violate examination rules.	Total Marks = 60
Candidates are not allowed to communicate with and disturb fellow candidates during the examination.	

❖ **Answer all questions.**

**Question 01**

(20 Marks)

Write an essay on **one** of the following topics (250 -300 words):

- Two opposite views exist in our society concerning Capital Punishment (the Death Penalty). While some people believe that Capital Punishment will help reduce crime and violence in Sri Lanka, some others believe it to be an inhuman punishment that should be avoided. What is your opinion on this?
- At a time when Sri Lanka is getting ready to elect a new president for the country, discussions have emerged in our society on the characteristics an effective leader should possess. In your view, what are the three most important attributes of an effective leader?



**Question 02**

Describe one of the following situations from two different points of view. Use about **70-100** words per description. An example is given. (10 Marks)

*Example: Teaching (Situation) – Perspective/Description 1 – Teacher*

*Perspective/ Description 2 - Student*

- a. Driving
- b. A cricket match
- c. Shopping

**Question 03**

Write a personal narrative essay on an experience from your childhood, school years, campus life, workplace or travelling. (15 Marks)

**Question 04**

Rewrite each of the following sentences, while making any revisions necessary. (15 Marks)

1. In Ravi's opinion, he thinks that politicians should not get involved in sports administration.
2. The three-day workshop trained the staff on analyzing data, interpreting data and to prepare graphs and charts.
3. If you want to enjoy literature one should read it with interest.
4. When we think about Shakespeare's dramas, they deal with a wide range of human emotions.
5. Neesha left the party early she was working the following day.
6. People in today's world often try to avoid silence, whether on the job, in school, or when relaxing at home.
7. William Shakespeare often called England's national poet is considered the greatest dramatist of all time.
8. Many people are ignorant of side effects smoking can have on your health.
9. Albert Einstein had an insightful comment of knowledge and imagination  
"Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world."
10. Maya checked on the bus schedule every three-minutes she was afraid that she would miss the last bus.

11. Language acquisition is not limited to children many people learn a second language later in life.
12. Depending on the medium an advertiser may or may not have tools such as images video or sound available. However in every single advertising campaign at one level or another language is used to convey a message.
13. The first question tests students' critical reading skills and their writing skill is tested by the second question.
14. While studying for the midterm, the ceiling fan was on all the time for me
15. All the students were present for the lecturer last Friday the classroom test was to be held on that day.

-----END OF THE QUESTION PAPER-----



This paper consists of *five* questions. Answer ALL Questions.  
Answers should be written on this paper itself.

Marks will be deducted for careless writing and grammatical/spelling/punctuation errors.

**Question 01**

**(30 marks)**

A) Read the following poem and answer the questions given below it.

Márgarét, áre you grieving  
Over Goldengrove unleaving?  
Leáves like the things of man, you  
With your fresh thoughts care for, can you?  
Ah! ás the heart grows older  
It will come to such sights colder  
By and by, nor spare a sigh  
Though worlds of wanwood leafmeal lie;  
And yet you will weep and know why.  
Now no matter, child, the name:  
Sórror's spríngs áre the same.  
Nor mouth had, no nor mind, expressed  
What heart heard of, ghost guessed:  
It ís the blight man was born for,  
It is Margaret you mourn for.

(By G.M.Hopkins)

i) A little girl named Margaret cries over the lovely golden leaves of the autumn forest, all fallen to the ground; and she asks the speaker why they are shed. Describe in your own words how the speaker in the poem explains this to the girl. Use about 60 words. (08 marks)

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ii) By likening “leaves” to “the things of man”, what message is conveyed by the speaker? (04 marks)

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**C) Read the following part of the text and answer the question given below it.**

The chill of the distant dawn soothed her flushed body. She walked to the well, a few yards away, and drew a pot of water. The cool water was balm to her burning face. A slight stir in the pre-dawn stillness made her turn round. There was Leela, her son's wife, coming towards the well with a bucket of soiled clothes.

She grinned her smug smile at Millie, irritating her unreasonably- Why, she wondered briefly, do I feel no affection for this creature, this newest member of my family? There was not even curiosity about how Cyril had married her, this big-bosomed nondescript girl with the oily hair.

No one had any sleep last night, she said in a voice full of promise of more to come.

An unnecessary remark. Millie knew that every word Siripala shouted would have been heard all over the shanty garden. Those filthy words would have found their way into every nook and crevice, penetrated into every sleeping hovel, obtruded into every sleeper's brain, woken the babies and disturbed the fitful sleep of the sick. She knew it only too well.

Draw on possible inferences and explain the character of Millie. (05 marks)

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**Question 02** **(20 Marks)**

**Compare and contrast the following two texts, paying attention to setting, imagery, language, contents or any other aspects of the passages that you consider worthy of discussion.**

**Text A**

I wandered lonely as a cloud  
That floats on high o'er vales and hills,  
When all at once I saw a crowd,  
A host, of golden daffodils;  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.

Continuous as the stars that shine  
And twinkle on the milky way,  
They stretched in never-ending line  
Along the margin of a bay:  
Ten thousand saw I at a glance,  
Tossing their heads in sprightly dance.



**Question 03****(20 marks)**

**Read the following text and answer the questions given below in complete sentences.**

The closest *Under Western Eyes* comes to adventure on the seas or in exotic colonies is intrigue in the streets of St. Petersburg and Geneva. But it's not just the land-locked Russian and European locales that mark this as a different kind of Conrad novel. It's one of Conrad's most overtly political stories, following the exploits or non-exploits rather of a Russian university student who gets caught up in a revolutionary movement. (The novel was published in 1911, just six years before the actual revolution in Russia.) Though Conrad's view is cynical as always, he is obviously at least partially sympathetic toward the revolutionists who were responding to the oppressive tsarist regime.

The main characters in *Under Western Eyes* are nothing like any left-wing activists I had known. Conrad's radicals are either assassins throwing bombs at public figures or sentimental dilettantes supporting the bomb throwers from afar without getting their own hands dirty. They're the fringe figures that give genuine revolutionaries, who carefully organize to create large-scale mass movements, a bad name. Moreover, the characters act and speak with a hysterical earnestness, as though they are all on the verge of becoming unhinged. The protagonist Razumov is indeed falling apart, having betrayed a colleague to his death and fighting his conscience while acting as a double agent within expatriate circles. But such is the heightened distemper of the entire cast that his bizarre behaviour is barely noticed. The first-person voice he uses is that of an English professor who purportedly finds Razumov's incomplete diary and translates it from Russian into English,



filling in the missing bits with his own observations (or possibly making up much of it? we don't know) all the while declaring his own poor understanding of Russians. Even the parts that come from the diary are the products of Razumov's feverish interpretation.

(Source: <http://www.editoreric.com/greatlit/books/Under-Western-Eyes.html>)

1. What is this text about? (03 marks)

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2. According to the reviewer, how does Conrad portray his radicals in the novel? (03 marks)

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3. What is the narrator's perspective on Conrad's characterization in the novel? (04 marks)

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4. According to the text, how is the protagonist viewed by the reviewer? (03 marks)

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5. What is the reviewer's attitude about first person narration that Conrad has used in his novel? (03 marks)

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6. What is the reviewer's overall perception of the novel, *Under Western Eyes*? (04 marks)

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2. What inferences can you make about the narrator and his/ her family? (05 marks)

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**Question 05** (10 marks)

**Read the passage and answer the questions given below.**

Getting rid of colonial education methods such as the examination-oriented teaching process and colonial education law as independent Sri Lanka still does not have an education law were highlighted at a recent forum organized by the Institute of Policy Studies (IPS) in Colombo.

The exam-oriented teaching process is a colonial method that was adopted from the United Kingdom (UK). It was pointed out that it is neither practical nor meaningful in the current context, where a student has to memorize the syllabus and then he/she could predict the exam paper questions, which would ultimately result in limiting their thinking capabilities. As grades matter in an examination-oriented system, what Sri Lanka needs is an education system that nurtures creative thinking, which will generate new ideas that would help the growth of the country and its economy.

IPS Executive Director Dushni Weerakoon said that educational reforms are a priority for Sri Lanka as labour productivity is the key to ensuring the country's growth. While many institutions including the National Education Commission (NEC) have been stressing on educational reforms that would suit the Sri Lankan system over the years, the proposals they have presented are yet to be approved by the policymakers.

Meanwhile, improving equity in terms of infrastructure, resources and manpower, was also stressed as it is important to decrease disparities in access to quality education. The participants at the forum highlighted that the teacher quality should be improved, and better facilities should be given to classrooms.

Dr. Sedere also highlighted the need to safeguard the country's education system from politics. "It is a huge threat we have. Our education system has been destroyed by the politics, of course it was the politicians who built it for us also; we say C.W.W. Kannangara is the father of education," he said. Another aspect pointed out by him was the absence of a long-term plan for education. Although Sri Lanka has the best in primary education in South Asia, it is the lowest achieving country in higher education in the region. The reason cited for the absence of a long-term agreed plan was politics and bureaucracy.

(Source: <http://www.dailymirror.lk/article/Whither-Sri-Lanka-s-education-system--145409.html>)

1. Mention the two main issues in the Sri Lankan education system that were highlighted at the forum organized by the Institute of Policy Studies. (02 marks)

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2. According to the text, what is the main criticism that is directed at the current exam-oriented teaching process? (02 marks)

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3. As suggested by the majority at the forum, Sri Lanka should adopt an education method that.....

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(01 marks)

4. What is the attitude of the IPS Executive Director regarding educational reforms? (01 marks)

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5. According to the passage, what are the measures that can be taken to reduce disparities in access to quality education? (02 marks)

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8. Give the meanings of the words in bold print, using your own words (02 marks)

Forum: .....

Nurture: .....

Disparities: .....

Bureaucracy: .....

*End of the question paper.*

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END SEMESTER EXAMINATION QUESTION PAPER

CODE - QP

Approved for Quality Management System

EDUCATION &amp; TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE

COURSE CODE: LC - 0845

YEAR I - SEMESTER I

INTRODUCTION TO ENGLISH LANGUAGE AND ENGLISH GRAMMAR - ELAN 1101

Faculty	Department / Section/Division
Humanities and Education	English

INSTRUCTIONS TO CANDIDATES	Date of the examination = 2019.09.05
Answer <i>question number 01</i> and only <i>FOUR</i> from part II.	Duration of the examination = 03 hours
Candidates are not allowed to communicate with and disturb fellow candidates during the examination.	Candidates could be disqualified if you violate examination rules.

\* Answer Question number 01 and only FOUR from Part II.

Part I

(20 marks)

**Question 01**

Extract examples for the grammatical elements from the given text.

COVID-19, the newly found highly communicable disease, is now a global pandemic. It has affected a growing number of countries. There is a rapid increase in the number of cases outside China over the past 2 weeks.

Although for most people COVID-19 causes only mild illness, it can make some people very ill. More rarely, the disease can be fatal. Older people, and those with pre-existing medical conditions such as high blood pressure, heart problems or diabetes appear to be more vulnerable.

The virus can cause a range of symptoms, ranging from mild illness to pneumonia. Symptoms of the disease are fever, cough, sore throat and headaches.

While many people globally have built up immunity to seasonal flu strains, COVID-19 is a new virus to which no one has immunity. That means more people are susceptible to infection, and some will suffer severe disease.

While some western, traditional or home remedies may provide comfort and alleviate symptoms of mild COVID-19, there are no medicines that have been shown to prevent or cure the disease. WHO does not recommend self-medication with any medicines, including antibiotics, as a prevention or cure for COVID-19. However, there are several ongoing clinical trials of both western and traditional medicines. WHO is coordinating efforts to develop vaccines and medicines to prevent and treat COVID-19 and will continue to provide updated information as soon as research results become available.

- i) Subject complement
- ii) Noun phrase in apposition
- iii) Transitive verb
- iv) Compound Sentence
- v) Object complement
- vi) Modal auxiliary verb
- vii) Non-finite verb
- viii) Frequency adverb
- ix) Subordinating conjunction
- x) Comparative adjective
- xi) Intransitive verb
- xii) Prepositional phrase as a post-modifier of a noun phrase
- xiii) Compound noun
- xiv) Predicative adjective
- xv) Proform

## Part II

(15 X 4 = 60 marks)

### Question 02

- (a) Discuss 'Types of Adverbial Clauses in Complex Sentences'.
- (b) Write a brief essay on the five types of Clause Elements giving examples when necessary.

### Question 03

Write an essay on 'Primary Auxiliaries' giving examples when necessary. Include the following into your discussion.

- The three primary auxiliaries and their forms
- Characteristics of Primary Auxiliaries
- Some of the main functions.

**Question 04**

Write an essay on Verb Phrases referring to its characteristics and the verb combinations possible. Provide examples when necessary.

**Question 05**

Explain syntactic functions of adjectives and syntactic sub-classification of adjectives with examples.

**Question 06**

Describe the characteristics of nouns and syntactic functions of nouns with examples.

**Question 07**

Write Short Notes on THREE of the following topics.

- a) Characteristics of Modal Verbs
- b) Pro-forms
- c) Kernel Sentences
- d) Non-Finite Verbs
- e) Regular and Irregular Verbs
- f) Determiners

-----END OF THE QUESTION PAPER-----

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EXAMINATION  
05 SEP 2020  
CAMPUS

**FINAL EXAMINATION QUESTION PAPER**

CODE - QP

Approved for Quality Management System

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS IN ENGLISH

COURSE CODE: LC - 0845

YEAR I - SEMESTER I

SUBJECT: READING COMPREHENSION - ELAN 1102

Faculty	Department / Section / Division
Humanities and Education	English

<b>INSTRUCTIONS TO CANDIDATES</b>	Date: 2020.09.05
Candidates are required to answer all Questions.	Duration of the examination = 03 hours
Answers should be written on this paper itself.	Candidates could be disqualified if you violate examination rules.
	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.

INDEX NUMBER: .....										
For Office Use Only										
Question No:	1	2	3	4	5	6	80%	Assig 20%	100%	Signature
For Scrutinizer's Use Only (marks)										
For Moderator's Use Only (marks)										

**This paper consists of six questions.  
Answer ALL Questions.**

**Answers should be written on this paper itself.**

Marks will be deducted for careless writing and grammatical/spelling/punctuation errors.



**Question 01**

**(5x4=20 marks)**

Read the following texts and write the **implied main idea** of each text in one sentence.

i) The first of our three brains to evolve is what scientists call the reptilian cortex. The reptilian cortex houses the “startle centre”, a mechanism that facilitates swift reactions to unexpected occurrences in our surroundings. That panicked lurch you experience when a door slams shut somewhere in the house, or the heightened awareness you feel when a twig cracks in a nearby bush while out on an evening stroll are both examples of the reptilian cortex at work.

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ii) In recent years we have all been exposed to dire media reports concerning the impending demise of global coal and oil reserves, but the depletion of another key non-renewable resource continues without receiving much press at all. Helium – an inert, odourless, monatomic element known to lay people as the substance that makes balloons float and voices squeak when inhaled – could be gone from this planet within a generation.

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iii) The invention of rockets is linked inextricably with the invention of 'black powder'. Most historians of technology credit the Chinese with its discovery. They base their belief on studies of Chinese writings or on the notebooks of early Europeans who settled in or made long visits to China to study its history and civilisation. It is probable that, sometime in the tenth century, black powder was first compounded from its basic ingredients of saltpetre, charcoal and sulphur.

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iv) Dung beetles work from the inside of the pat so they are sheltered from predators such as birds and foxes. Most species burrow into the soil and bury dung in tunnels directly underneath the pats, which are hollowed out from within. Some large species originating from France excavate tunnels to a depth of approximately 30 cm below the dung pat. These beetles make sausage-shaped brood chambers along the tunnels.

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## Question 02

(10 marks)

Read the following two texts and give the meaning of the words in bold print as they appear in the texts.

Text A

The Central Bank of Sri Lanka is going to take active participation in the development of Sri Lanka. Governor Professor W. D. Lakshman said that indirect methods of **monetary** policy (through financial markets and interest rates) currently practiced are not as effective as direct credit allocation methods like **subsidized** interest rates, capital controls, credit ceilings, and targeted lending.

Governor noted that the comparative advantage of a country is **dynamic** and changeable. He said that Sri Lanka mainstream view in the 1990s changed towards the **advocacy** of a neoliberaally understood independent Central Bank.

He criticized this view calling on proponents to realize that even in the strictest fiscal targeting regimes there was the goal of price stability at the maximum potential of the economy implying an indirect acceptance of full employment.

- i) Monetary .....
- ii) Subsidized .....
- iii) Dynamic .....
- iv) Advocacy .....
- v) Proponents .....

Text B

A notorious Mexican drug baron's audacious escape from prison in July doesn't at first appear to have much to teach corporate boards. But some in the business world suggest otherwise. Beyond the morally reprehensible side of criminals' work, some business experts say organised crime **syndicates**, computer hackers, pirates and others operating outside the law could teach **legitimate** corporations a thing or two about how to **hustle** and respond to rapid change.

Far from encouraging illegality, these gurus argue that – in the same way big corporations sometimes **emulate** start-ups, business leaders could learn from the underworld about flexibility, innovation and the ability to pivot quickly.

- i) Audacious .....
- ii) Syndicates .....
- iii) Legitimate .....
- iv) Hustle .....
- v) Emulate .....



**Question 04****(20 Marks)**

Compare and contrast the following two texts, paying attention to setting, imagery, language, contents or any other aspects of the passages that you consider worthy of discussion.

Text A

Do I want to remember?

The peaceful ghetto, before the raid:

Children shaking like leaves in the wind.

Mothers searching for a piece of bread.

Shadows, on swollen legs, moving with fear.

No, I don't want to remember, but how can I forget?

Do I want to remember, the creation of hell?

The shouts of the Raiders, enjoying the hunt.

Cries of the wounded, begging for life.

Faces of mothers carved with pain.

Hiding Children, dripping with fear.

No, I don't want to remember, but how can I forget?

Do I want to remember, my fearful return?

Families vanished in the midst of the day.

The mass grave steaming with vapor of blood.

Mothers searching for children in vain.

The pain of the ghetto, cuts like a knife.

No, I don't want to remember, but how can I forget?

Do I want to remember this world upside down?

Where the departed are blessed with an instant death.

While the living condemned to a short wretched life,

And a long tortuous journey into unnamed place,

Converting Living Souls, into ashes and gas.

No. I Have to Remember and Never Let You Forget.

Text B

As you walk through the museum, so magnificently conceived by Moshe Safdie, you wonder: Where is the place of rage in all that? How come that the Jewish people, when we discovered the magnitude of cruelty and the consequences of hatred, how come that we were not possessed by an extraordinary, implacable rage, rage of the killers; rage toward those who inspired the killers; rage towards the indifferent, those who knew and were silent? Where is rage? So, you look and you look, and you are afraid to look.

My good friends, all of us know more or less that there was a tragedy; and we also know we must be honest about it: There are no words. Only those who were there know what it meant being there. And yet, we are duty-bound to try and not to bury our memories into silence. We try. I know what people say: "It's so easy." Those that were there won't agree with that statement. The statement is: "It was man's inhumanity to man." No! It was man's inhumanity to Jews. Jews were not killed because they were human beings. In the eyes of the killers, they were not human beings! They were Jews! It is because they were Jews that it was so easy for the killers to kill!

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**Question 05** (10 marks)

Read the following text and answer the questions given below it.

From uncles wearing skinny jeans to mothers investing in ra-ra skirts and fathers nodding awkwardly along to the latest grime record, the older generation has long known that the surest way to kill a youth trend is to adopt it as its own. The cyberworld, it seems, is no exception.

The proliferation of parents and teachers trawling the pages of Facebook trying to poke old schoolfriends and lovers, and traversing the outer reaches of MySpace is causing an adolescent exodus from the social networking sites, according to research from the media regulator Ofcom.

The sites, once the virtual streetcorners, pubs and clubs for millions of 15- to 24-year-olds, have now been over-run by 25- to 34-year-olds whose presence is driving their younger peers away. Although their love of being online shows no sign of abating, the percentage of 15- to 24-year-olds who have a profile on a social networking site has dropped for the first time – from 55% at the start of last year to 50% this year. In contrast, 46% of 25- to 34-year-olds are now regularly checking up on sites such as Facebook compared with 40% last year.

Overall, 30% of British adults have a social networking profile, against 21% in 2007 when Ofcom first did the research. Half the UK's adult online population have a Facebook profile and spend an average of nearly six hours a month on the site compared with four hours in May 2008. "There is nothing to suggest overall usage of the internet among 15-to 24-year-olds is going down," said Peter Phillips, the regulator's head of strategy. "Data suggests they are spending less time on social networking sites." James Thickett, director of market research at Ofcom, said that while older people seemed to be embracing social networking sites, Facebook and MySpace remained immensely popular with children under 16.

"Clearly take-up among under 16-year-olds is very high ... so we cannot say for certain whether this is people in a certain age group who are not setting up social networking profiles or whether it's a population shift which is reflecting people getting older and having a social networking profile that they set up two years ago," he said. "The main point is the profile of social networking users is getting older."

(Source: *The Guardian U.K*)

- i. According to the passage, what is the main reason for the youth to move away from social media? (2 marks)

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- ii. Ofcom suggests that there is a ..... per cent drop of youth spending time in social media platforms compared to last year. (2 marks)

- iii. To what percent has the usage of social media by 25- to 34-year-olds increased? (1 mark)

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- iv. According to the research findings of Ofcom, what are the two main changes that have taken place in the category of adult users of social networking sites from 2007 to 2008? (2 marks)

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- v. Write the main idea of the passage using your own words. (3 marks)

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**Question 06****(20 Marks)**

Read the passage and answer the questions given below.

Efforts to contain COVID-19 have included the closure of schools globally. So far, 1.2 billion children in 186 countries have been affected. Given that access to internet and digital resources is not uniform for all students, existing inequalities have been exposed and compounded the lived experiences of the children of the tea plantation communities in Sri Lanka.

The sudden closure of schools on 12 March to tackle the spread of COVID-19 saw the education system responding swiftly with a slew of interim measures to seek to continue education through online and other methods of distance education. However, the shift to online learning received mixed reactions amplifying the already existing socio-economic inequalities entrenched in the state's educational framework including those children living on tea plantations.

For the children in plantation communities, access to e-learning during the COVID-19 school closures has simply not been viable. Parents have had to either mortgage or acquire small loans to firstly buy mobile phones, and then subsequently top-these up with data packages to support their children connect to internet. Even then the pre-requisites of uninterrupted electricity and reliable internet connectivity are uneven and patchy at best, and both children and parents lack the knowledge to understand and navigate online tools in a safe and secure way.

Their situation is further compounded by the lack of a suitable learning environment as families including children reside in line-houses. A single barrack accommodates between six and 12 or 24 line rooms, which are usually dark without windows and ventilation. Most of the children in the plantation community reside with extended families of approximately six to 11 members sharing space and living in one line room.

The plantation communities constitute amongst the poorest in Sri Lanka, and for the children in these communities, school closures have deprived them of not just an education but also a daily meal on the school premises. The government should aim to establish a level playing field for all students. For example, besides the ongoing online teaching methods, the government should disseminate printed hand-outs of educational materials directly to students especially those residing in plantations who are otherwise difficult to reach through online teaching. Further, for the children who were due to sit exams this academic year, as a fair measure, the education administration should base results on those exam assessments completed by schools up until this February.

*(Source: <https://reliefweb.int/report/sri-lanka/it-time-change-narrative-measuring-devastating-impact-covid-19-education-children>)*

- i) According to the passage, what is the main reason for the sudden closure of schools in Sri Lanka? (2 marks)

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- ii) How has the closure of schools affected the children of the tea plantation communities in Sri Lanka? (3 mark)

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iii) In your opinion, what are the reason(s) for the children in plantation communities to have less access to e-learning platforms during the COVID-19? (3 marks)

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iv) According to the passage, how did the parents of the children in plantation communities purchase technical devices and internet connection for their children during the COVID-19 period? (2 marks)

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v) State two main challenges that the children in plantation communities had to face when attending online classes. (2 marks)

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vi) How has the living condition of the children in plantation communities affected the e-learning process? Explain. (3 marks)

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vii) Name the two basic requirements that the children in plantation communities are deprived of due to the closure of schools. (2 marks)

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viii) Briefly explain the measures that should be taken by the government to facilitate the learning process of the children in plantation communities during the COVID-19 period. (3 marks)

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..... *END OF THE QUESTION PAPER* .....



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FINAL EXAMINATION QUESTION PAPER

CODE - QP

Approved for Quality Management System

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS IN ENGLISH

COURSE CODE: LC - 0845

YEAR I - SEMESTER I

SUBJECT: WRITING SKILLS - ELAN 1103

Faculty	Department / Section / Division
Humanities and Education	English

INSTRUCTIONS TO CANDIDATES	
There are five (04) questions in this paper.	Duration of the examination = <b>03 hours</b>
Candidates are required to answer <i>all</i> Questions.	Date: 2020.08. 30
Total Marks = 80	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.
	Candidates could be disqualified if you violate examination rules.

ANSWER ALL QUESTIONS.

**QUESTION 01**

**(25 marks)**

Write a practical criticism on the following poem. (200 -250 words)

I remember the night my mother  
was stung by a scorpion. Ten hours  
of steady rain had driven him  
to crawl beneath a sack of rice.

Parting with his poison - flash  
of diabolic tail in the dark room -  
he risked the rain again.

The peasants came like swarms of flies  
and buzzed the name of God a hundred times  
to paralyse the Evil One.

With candles and with lanterns  
throwing giant scorpion shadows  
on the mud-baked walls  
they searched for him: he was not found.  
They clicked their tongues.  
With every movement that the scorpion made his poison moved in Mother's blood, they  
said.

May he sit still, they said  
May the sins of your previous birth  
be burned away tonight, they said.  
May your suffering decrease  
the misfortunes of your next birth, they said.  
May the sum of all evil  
balanced in this unreal world

against the sum of good  
become diminished by your pain.  
May the poison purify your flesh

of desire, and your spirit of ambition,  
they said, and they sat around  
on the floor with my mother in the centre,  
the peace of understanding on each face.  
More candles, more lanterns, more neighbours,  
more insects, and the endless rain.  
My mother twisted through and through,  
groaning on a mat.  
My father, sceptic, rationalist,  
trying every curse and blessing,  
powder, mixture, herb and hybrid.  
He even poured a little paraffin  
upon the bitten toe and put a match to it.

I watched the flame feeding on my mother.  
I watched the holy man perform his rites to tame the poison with an incantation.  
After twenty hours  
it lost its sting.

My mother only said  
Thank God the scorpion picked on me  
And spared my children.

**QUESTION 02****(30 marks)**

Write an essay on ONE of the following topics (250 -300 words):

- a. The role of private universities in higher education in Sri Lanka
- b. The issue of graduate unemployment in Sri Lanka

**QUESTION 03****(15 marks)**

Develop ONE of the following topic sentences into a paragraph (100-110 words):

- a. Online education indeed has several limitations.
- b. A good coworker should have three important characteristics.

**QUESTION 04****(10 marks)**

Rewrite EACH of the following sentences while making any revisions necessary.

1. The COVID-19 pandemic also known as the coronavirus pandemic is an ongoing global pandemic that has affected almost the entire world.
2. People can catch COVID-19 from others who have the virus. The disease spreads primarily from person to person through small droplets from the nose or mouth which are expelled when a person with COVID-19 coughs sneezes or speaks.
3. At this time there are no specific vaccines or treatments for COVID-19. However there are many ongoing clinical trials evaluating potential treatments. WHO will continue to provide updated information as soon as clinical findings become available.
4. Evidence to date suggests that children and young adults are less likely to get severe disease but severe cases can still happen in these age groups.
5. It is still recommended that people who are sick with COVID-19 and people who are at risk limit contact with companion and other animals. When handling and caring for animals basic hygiene measures should always be implemented.

..... *END OF THE QUESTION PAPER* .....



## FINAL EXAMINATION QUESTION PAPER

CODE - QP

Approved for Quality Management System

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS IN ENGLISH

COURSE CODE: LC - 0845

SUBJECT: BASIC CONCEPTS IN ENGLISH LANGUAGE TEACHING - TESL 1101

Faculty Humanities and Education	Department / Section/Division English
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EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE  
COURSE CODE: LC - 0845

END SEMESTER EXAMINATION QUESTION PAPER  
BASIC CONCEPTS IN ENGLISH LANGUAGE TEACHING - TESL 1101  
YEAR I - SEMESTER I

INSTRUCTIONS TO CANDIDATES	
There are five (05) questions in this paper.	Duration of the examination = 03 hours
Candidates are required to answer <b>any four (04)</b> Questions.	Date: 2020.08. 29
Each question carries 20marks.	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.
	Candidates could be disqualified if you violate examination rules.

**THERE ARE FIVE (05) QUESTIONS IN THIS PAPER.**

**ANSWER ANY FOUR (04) QUESTIONS.**

### QUESTION 01

**(20 marks)**

Discuss the models of the spread of English in the world given below.

1. Braj Kachru's model of World Englishes (1992) (10 marks)
2. Modiano's centripetal circles of International English (1999) (10 marks)

**QUESTION 02****(20 marks)**

Write short notes on 05 of the following basic terminology associated with English Language Teaching.

1. Mother Tongue
2. First language (L1)
3. Second language (L2)
4. TESOL
5. Bilinguals
6. English as an International Language (EIL)
7. English Language Learner (ELL)
8. Applied Linguistics

**QUESTION 03****(20 marks)**

According to Obi (2008) a “teacher” or “teachers” embrace all those persons in schools who are responsible for the education of pupils or students. Teachers are responsible for carrying out teaching. Discuss qualities of a good teacher.

**QUESTION 04****(20 marks)**

Assertive Discipline Approach (Canter & Canter, 2002) identifies three teacher response styles:

1. Non-Assertive
2. Hostile
3. Assertive

Giving examples, discuss the above teacher response styles.

**QUESTION 05****(20 marks)**

A good teacher has a clear routine, especially at the start and end of the lesson. Discuss how you would begin and end a lesson: the warm up and the cool down.

..... *END OF THE QUESTION PAPER* .....

END SEMESTER EXAMINATION QUESTION PAPER

CODE - 2P

Approved for Quality Management System

EDUCATION &amp; TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE

COURSE CODE: LC - 0845

YEAR I - SEMESTER I

INTRODUCTION TO ENGLISH LITERATURE - ELIT 1101

Faculty	Department / Section/Division
Humanities and Education	English

INSTRUCTIONS TO CANDIDATES	Date of the examination: 2020.08.29
Answer only <u>four</u> questions taking <u>one</u> from each section.	Duration of the examination = 03 hours
Candidates could be disqualified if you violate examination rules.	Total Marks = 80
Candidates are not allowed to communicate with and disturb fellow candidates during the examination.	

- ❖ Answer only **FOUR** questions selecting **ONE** from each section.  
(20 x 4 = 80 marks)

Section I - Poetry**Question 01**

"To Daffodils", "Meeting at Night" and "Shall I Compare Thee to a Summer's Day" closely associate with nature but the three poets use nature for three different purposes. Comment.

**Question 02**

Through careful and detailed reference to at least two poems that you have studied, examine the ways poetry conveys the disappointing effects and futility of war.

**Question 03**

Poetry reveals numerous social issues and dimensions. Substantiate this statement with reference to any three poems that you have studied.

## Section II - Short stories

### Question 04

"The Old Man at Bridge" by Earnest Hemingway is an in-depth analysis on war and its after marks in a very subtle way. Comment.

### Question 06

In the short story "The Drummer," Gamini Akmeemana discusses the themes of social injustice and institutional violence. To what extent do you agree with this statement?

### Question 07

To what extent do you agree or disagree on the final decision made by "Evelin" by James Joyce.

## Section III - Novel

### Question 07

"Animal Farm" is a political satire that brings in diverse themes. Discuss.

### Question 08

Write a short character analysis on any THREE of your choice.

- |              |             |
|--------------|-------------|
| a. Napoleon  | b. Snowball |
| c. Old Major | d. Boxer    |
| e. Squealer  | f. Clover   |

## Section IV - Drama

### Question 09

Corruption, dominance and violence are the main forces that are easily found in the institution of education. Discuss in relation to Ionesco's "The Lesson".

### Question 10

Comment on the dramatic development of the relationship - the Professor and the Pupil in "The Lesson" by Ionesco.



**Question 11**

Azdak in "The Caucasian Chalk Circle" is one of the main characters whose behavior and conduct are complicated. Substantiate this statement.

**Question 12**

Love and sacrifice are two important qualities dramatized by Bertolt Brecht in "The Caucasian Chalk Circle". Comment.

-----END OF THE QUESTION PAPER-----



END SEMESTER EXAMINATION QUESTION PAPER

CODE - QP

Approved for Quality Management System

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE

COURSE CODE: LC - 0845

YEAR I - SEMESTER I

INTRODUCTION TO ENGLISH LITERATURE - ELIT 1101

Faculty	Department / Section/Division
Humanities and Education	English

INSTRUCTIONS TO CANDIDATES	Date of the examination: 2020.08.29
Answer only <u>four</u> questions taking <u>one</u> from each section.	Duration of the examination = 03 hours
Candidates could be disqualified if you violate examination rules.	Total Marks = 80
Candidates are not allowed to communicate with and disturb fellow candidates during the examination.	

❖ Answer only **FOUR** questions selecting **ONE** from each section.  
(20 x 4 =80 marks)

Section I - Poetry

**Question 01**

"To Daffodils", "Meeting at Night" and "Shall I Compare Thee to a Summer's Day" closely associate with nature but the three poets use nature for three different purposes. Comment.

**Question 02**

Through careful and detailed reference to at least two poems that you have studied, examine the ways poetry conveys the disappointing effects and futility of war.

**Question 03**

Poetry reveals numerous social issues and dimensions. Substantiate this statement with reference to any three poems that you have studied.

## Section II - Short stories

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"The Old Man at Bridge" by Earnest Hemingway is an in-depth analysis on war and its after marks in a very subtle way. Comment.

### Question 06

In the short story "The Drummer," Gamini Akmeemana discusses the themes of social injustice and institutional violence. To what extent do you agree with this statement?

### Question 07

To what extent do you agree or disagree on the final decision made by "Evelin" by James Joyce.

## Section III - Novel

### Question 07

"Animal Farm" is a political satire that brings in diverse themes. Discuss.

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- |              |             |
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Corruption, dominance and violence are the main forces that are easily found in the institution of education. Discuss in relation to Ionesco's "The Lesson".

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**Question 11**

Azdak in "The Caucasian Chalk Circle" is one of the main characters whose behavior and conduct are complicated. Substantiate this statement.

**Question 12**

Love and sacrifice are two important qualities dramatized by Bertolt Brecht in "The Caucasian Chalk Circle". Comment.

-----END OF THE QUESTION PAPER-----



**Colombo International Nautical and Engineering College**

Winner -World Class - Global Performance Excellence Award 2012- Education Organization

Winner -International Asia Pacific Quality Award – 2010 - Best in Class- Education Organization

Winner - Sri Lanka National Quality Award 1999 – 2004 – 2009 – 2014

Approved for Quality Management System

Faculty	Department / Section/Division
Management, Humanities and Social Sciences	Education and Languages

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE COURSE CODE: LC – 0845
MID SEMESTER EXAMINATION QUESTION PAPER YEAR I – SEMESTER I READING COMPREHENSION – ELAN 1102

INSTRUCTIONS TO CANDIDATES	
Answer all questions.	Date: 2019.08.01
Answers should be written on this paper itself. Marks will be deducted for grammatical and spelling errors.	Duration of the examination = 01 ½ hours
Candidates could be disqualified if you violate examination rules.	Total marks = 100
Candidates are not allowed to communicate with and disturb fellow candidates during the examination.	Weightage = 20%

<b>INDEX NUMBER:</b> .....							
For Office Use Only							
Question No:	1	2	3	4	Total Marks/100	20%	Signature
For Scrutinizer's Use Only (marks)							
For Moderator's Use Only (marks)							

\* **Answer all Questions. Answers should be written on this paper itself. Marks will be deducted for grammatical and spelling errors.**

**Question 01** **(30 marks)**

Read the following texts and write the **main idea** of each text in one sentence.

- i) 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.

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ii) Opera refers to a dramatic art form, originating in Europe, in which the emotional content is conveyed to the audience as much through music, both vocal and instrumental, as it is through the lyrics. By contrast, in musical theater an actor's dramatic performance is primary, and the music plays a lesser role. The drama in opera is presented using the primary elements of theater such as scenery, costumes, and acting. However, the words of the opera, or libretto, are sung rather than spoken. The singers are accompanied by a musical ensemble ranging from a small instrumental ensemble to a full symphonic orchestra.

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iii) Animal languages are forms of non-human animal communication that show similarities to human language. Animals communicate by using a variety of signs such as sounds or movements. Such signing may be considered complex enough to be called a form of language if the inventory of signs is large, the signs are relatively arbitrary, and the animals seem to produce them with a degree of volition (as opposed to relatively automatic conditioned behaviors or unconditioned instincts, usually including facial expressions). In experimental tests, animal communication may also be evidenced through the use of lexigrams (as used by chimpanzees and bonobos). While the term "animal language" is widely used, researchers agree that animal languages are not as complex or expressive as human language.

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iv) Naval architects never claim that a ship is unsinkable, but the sinking of the passenger-and-car ferry Estonia in the Baltic surely should never have happened. It was well designed and carefully maintained. It carried the proper number of lifeboats. It had been thoroughly inspected the day of its fatal voyage. Yet hours later, the Estonia rolled over and sank in a cold, stormy night. It went down so quickly that most of those on board, caught in their dark, flooding cabins, had no chance to save themselves: Of those who managed to scramble overboard, only 139 survived. The rest died of hypothermia before the rescuers could pluck them from the cold sea. The final death toll amounted to 912 souls.

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v) Within academia, plagiarism by students, professors or researchers is considered academic dishonesty or academic fraud, and offenders are subject to academic censure, up to and including expulsion. Some institutions use plagiarism detection software to uncover potential plagiarism and to deter students from plagiarizing. Some universities address the issue of academic integrity by providing students with thorough orientations, required writing courses, and clearly articulated honor codes. Indeed, there is a virtually uniform understanding among college students that plagiarism is wrong. Nevertheless, each year

students are brought before their institutions' disciplinary boards on charges that they have misused sources in their schoolwork.

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**Question 02**

**(10 marks)**

Read the following two texts and give the meaning of the words/ phrases in bold print as they appear in the texts.

**A.**

Capital punishment for murder, **treason**, arson, and rape was widely employed in ancient Greece under the laws of Draco (fl. 7th century BCE), though Plato argued that it should be used only for the **incorrigible**. The Romans also used it for a wide range of offenses, though citizens were **exempted** for a short time during the republic. It also has been **sanctioned** at one time or another by most of the world's major religions. Followers of Judaism and Christianity, for example, have claimed to find justification for capital punishment in the biblical passage "Whosoever sheddeth man's blood, by man shall his blood be shed" (Genesis 9:6). Yet capital punishment has been prescribed for many crimes not involving loss of life, including **adultery** and blasphemy.

- i. treason .....
- ii. incorrigible .....
- iii. exempted .....
- iv. sanctioned .....
- v. adultery .....

**Question 03**

**(30 marks)**

Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details.

**A.**

I sat on a park bench near a willow tree. I thought about something Rahim Khan said just before he hung up, almost as an afterthought. There is a way to be good again. I looked up at those twin kites. I thought about Hassan. Thought about Baba. Ali. Kabul. I thought of the life I had lived until the winter of 1975 came and changed everything. And made me what I am today.

When we were children, Hassan and I used to climb the poplar trees in the driveway of my father's house and annoy our neighbors by reflecting sunlight into their homes with a shard of mirror. We would sit across from each other on a pair of high branches, our naked feet dangling, our trouser pockets filled with dried mulberries and walnuts. We took turns with the mirror as we ate

mulberries, pelted each other with them, giggling, laughing; I can still see Hassan up on that tree, sunlight flickering through the leaves on his almost perfectly round face, a face like a Chinese doll chiseled from hardwood: his flat, broad nose and slanting, narrow eyes like bamboo leaves, eyes that looked, depending on the light, gold, green, even sapphire I can still see his tiny low-set ears and that pointed stub of a chin, a meaty appendage that looked like it was added as a mere afterthought. And the cleft lip, just left of midline, where the Chinese doll maker's instrument may have slipped; or perhaps he had simply grown tired and careless.

Sometimes, up in those trees, I talked Hassan into firing walnuts with his slingshot at the neighbor's one-eyed German shepherd. Hassan never wanted to, but if I asked, really asked, he wouldn't deny me. Hassan never denied me anything. And he was deadly with his slingshot. Hassan's father, Ali, used to catch us and get mad, or as mad as someone as gentle as Ali could ever get. He would wag his finger and wave us down from the tree. He would take the mirror and tell us what his mother had told him, that the devil shone mirrors too, shone them to distract Muslims during prayer. "And he laughs while he does it," he always added, scowling at his son.

What inferences can you make about the narrator and his friend based on this passage? Support your answer with evidence from the text. Use about 75 words.

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## Question 04

(30 marks)

Compare and contrast the following two texts (A & B). Draw logical inferences about the contexts, settings and messages in the two texts. Use about 100-125 words.

### Text A

Earth has not any thing to show more fair:  
Dull would he be of soul who could pass by  
A sight so touching in its majesty:  
This City now doth, like a garment, wear  
The beauty of the morning; silent, bare,  
Ships, towers, domes, theatres, and temples lie  
Open unto the fields, and to the sky;  
All bright and glittering in the smokeless air.  
Never did sun more beautifully steep  
In his first splendour, valley, rock, or hill;  
Ne'er saw I, never felt, a calm so deep!  
The river glideth at his own sweet will:  
Dear God! the very houses seem asleep;  
And all that mighty heart is lying still!  
I wander thro' each charter'd street,  
Near where the charter'd Thames does flow.  
And mark in every face I meet  
Marks of weakness, marks of woe.

(William Wordsworth)

### Text B

It was a town of red brick, or of brick that would have been red if the smoke and ashes had allowed it; but as matters stood, it was a town of unnatural red and black like the painted face of a savage.

It was a town of machinery and tall chimneys, out of which interminable serpents of smoke trailed themselves for ever and ever, and never got uncoiled.

It had a black canal in it, and a river that ran purple with ill-smelling dye, and vast piles of building full of windows where there was a rattling and a trembling all day long, and where the piston of the steam-engine worked monotonously up and down, like the head of an elephant in a state of melancholy madness. It contained several large streets all very like one another, and many small streets still more like one another, inhabited by people equally like one another, who all went in and out at the same hours, with the same sound upon the same pavements, to do the same work, and to whom every day was the same as yesterday and to-morrow, and every year the counterpart of the last and the next.

These attributes of Coketown were in the main inseparable from the work by which it was sustained; against them were to be set off, comforts of life which found their way all over the world, and elegancies of life which made, we will not ask how much of the fine lady, who could scarcely bear to hear the place mentioned.

Dotted lines for writing.

-----**END OF THE QUESTION PAPER**-----



*Lit'ary*

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Faculty	Department / Section/Division
Management, Humanities and Social Sciences	Education and Languages

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE COURSE CODE: LC - 0845
MID SEMESTER EXAMINATION QUESTION PAPER YEAR I - SEMESTER I INTRODUCTION TO ENGLISH LITERATURE - ELIT 1101

INSTRUCTIONS TO CANDIDATES	Date: 2019.08.01
Answer Question 01 in Section A and one question each from Sections B, C and D.	Duration of the examination = 01 ½ hours
Candidates could be disqualified if you violate examination rules.	Total marks = 60
Candidates are not allowed to communicate with and disturb fellow candidates during the examination.	Weightage = 20%

- \* Answer Question 01 in Section A and one question each from Sections B, C and D.**

### Section A

#### **Question 01**

Read the extracts given below and comment on their significance in relation to the texts they have been extracted from. You may discuss poetic techniques, characterization, author and any other point/s you think are relevant.

- (i.) "And noon was no longer the hour to eat:  
Noon was the hour to die"
- (ii.) "A whole lot of room  
Was the only thing I had."
- (iii.) "The man out of the last house passed on his way home; she heard his footsteps clacking along the concrete pavement and afterwards crunching on the cinder path before the new red houses."

(5 x 3=15 marks)

## Section B: Poetry

### Question 02

“The messages conveyed through the poems, ‘The Eagle’ and ‘To Daffodils’ are about life.” Comment.

OR

### Question 03

“‘The Man He Killed’ by Thomas Hardy reveals the futility and uselessness of war.” Substantiate this statement.

## Section C: Drama

### Question 04

The act titled “The Noble Child” in *The Caucasian Chalk Circle* vividly portrays a corrupted society in many aspects. Discuss.

OR

### Question 05

Grusha, the protagonist of *The Caucasian Chalk Circle* is portrayed as an honest, yet timid, girl at the beginning of the drama. Do you agree?

## Section D: Short Stories

### Question 06

In Oscar Wilde’s “The Happy Prince,” the Swallow becomes more mature and helpful after he meets the Happy Prince. Do you agree? Give reasons for your answer.

OR

### Question 07

In “The Drummer”, Gamini Akmeemana criticizes society for not taking action against violence and social inequality. Discuss this statement. Substantiate your answer.

(15 x 3 = 45 marks)

-----END OF THE QUESTION PAPER-----

Library

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Faculty	Department / Section / Division
Management, Humanities and Social Sciences	Education and Languages

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE COURSE CODE: LC - 0845
MID SEMESTER EXAMINATION QUESTION PAPER YEAR I - SEMESTER I BASIC CONCEPTS IN ENGLISH LANGUAGE TEACHING - TESL 1101

INSTRUCTIONS TO CANDIDATES	
There are <i>five (05)</i> Questions in the paper.	Duration of the examination = <i>1 ½ hours</i>
Answer <i>any four (04)</i> Questions.	Date: 2019.07.30
Each question carries 10 marks.	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.
Read the questions carefully and answer to the point. Write what you are asked to write and not what you want to write.	Candidates could be disqualified if you violate examination rules.

Total Marks = /40

Weightage = 20%

**Answer any four (04) Questions.**

**Question 01**

**(10 marks)**

A. Write short definitions for 05 of the following terms.

- i. English as an International Language (EIL)
- ii. Phonology
- iii. Morphology
- iv. Syntax
- v. Semantics
- vi. English Language Learner (ELL)
- vii. Second Language
- viii. First Language
- ix. Mother Tongue
- x. TESOL Teaching English to Speakers of Other Languages

**Question 02**

**(10 marks)**

Good teaching characteristics relate to a teacher's ability, personality and relationship with students. Discuss.

**Question 03**

**(10 marks)**

Discuss this three Concentric Circles of Kachru's model: the Inner Circle, the Outer Circle, and the Expanding Circle.

**Question 04**

**(10 marks)**

Describe the qualities of a good teacher.

**Question 05**

**(10 marks)**

If you are an English Language Teacher, how would you create a positive classroom climate?  
Discuss

-----**END OF THE QUESTION PAPER**-----



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Faculty	Department / Section/Division
Management, Humanities and Social Sciences	Education and Languages

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE COURSE CODE: LC - 0845
MID SEMESTER EXAMINATION QUESTION PAPER YEAR I - SEMESTER I INTRODUCTION TO ENGLISH LANGUAGE AND ENGLISH GRAMMAR - ELAN 1101

INSTRUCTIONS TO CANDIDATES	Date: 2019.07.30
Answer question 01 and any three from Part II.	Duration of the examination = 01 ½ hours
Candidates could be disqualified if you violate examination rules.	Total marks = 60
Candidates are not allowed to communicate with and disturb fellow candidates during the examination.	Weightage = 20%

\* Answer Question 01 and any THREE from Part II.

**Part I**

**Question 01**

**Extract examples for the grammatical elements from the given text. (15 marks)**

Natural resources are the resources that are available naturally on our planet. We do not require any human intervention to derive them. These resources are essential for the survival of living beings. While some of the natural resources such as air, water and sunlight are used directly; others serve as raw material to produce various items of necessity. Many of the natural resources are present in abundance and they are renewable. This means that these can be recycled and reused. However, there are many others that are non-renewable or take thousands of years to replenish. Many natural resources are depleting fast. This is owing to several reasons. One of the main reasons is the growth in population. The consumption of natural resources is on an increase continually owing to the rapid population growth. Anyway, both man and animals are equally benefitted because of its generosity. Beauty of this world has been enhanced by natural resources. It gives man everything he needs. Its nourishing nature keeps the world alive. Man should not do anything to spoil it.

- i) Non-finite verb -----
- ii) Adjective used predicatively -----
- iii) Passive verb -----
- iv) Compound noun -----
- v) Adverb phrase -----

- vi) Compound sentence -----
- vii) Irregular noun -----
- viii) Abstract noun -----
- ix) Indirect object of a sentence -----
- x) Noun phrase with a post modifier -----
- xi) Be verb as a helping verb -----
- xii) Present participle as an adjective -----
- xiii) Object complement -----
- xiv) Modal auxiliary -----
- xv) Subordinate clause -----

**Part II**

**Question 02** (15 marks)

Describe 'Nouns', their characteristics and classifications with examples.

**Question 03** (15 marks)

Write an essay on 'Functions of Adverbial Clauses in Complex Sentences'.

**Question 04** (15 marks)

Write an essay on 'Adjectives' discussing their main characteristics and functions.

**Question 05** (15 marks)

Write an essay on 'Modal Auxiliaries' referring to the list, characteristics and some of the main functions.

**Question 06**

Write short notes on the following. (15 marks)

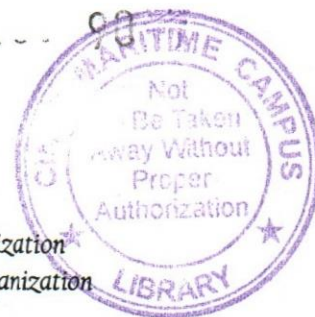
- (a) Transitive / Ditransitive / Intransitive and Intensive Verbs
- (b) Regular VS Irregular Verbs
- (c) Compound Sentences

—————**END OF THE QUESTION PAPER**—————





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Faculty	Department / Section/Division
Management, Humanities and Social Sciences	Education and Languages

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE COURSE CODE: LC - 0845
MID SEMESTER EXAMINATION QUESTION PAPER YEAR I - SEMESTER I WRITING SKILLS - ELAN 1103

INSTRUCTIONS TO CANDIDATES	Total marks = 20
Answer all questions.	Duration of the examination = 01 1/2 hours
	Date of the examination = 2019.06.09
	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.
	Candidates could be disqualified if you violate examination rules.

\* Answer all questions.

### Question 01

(10 Marks)

Rewrite each of the following texts inserting punctuation marks (comma, colon or semicolon) where necessary.

- Great apes are very intelligent creatures and Homo sapiens' nearest relatives in the animal kingdom. Chimpanzees for example share close to 99% of their genetic material with human beings.
- Snakes also use their muscles for hunting prey and movement but their muscles do function in very different ways than lions' do. Because snakes do not have any limbs they need a form of locomotion other than walking crawling or flying.
- Michael Ondaatje who was born in Sri Lanka on 12 September 1943 and moved to England in 1954 is a world famous writer in English.
- Michael Ondaatje has won the following prizes for his writing Booker Prize for Fiction (1992), Giller Prize - Canada (2000) and Commonwealth Writers Prize (2008).
- People use seventeen muscles when they smile on the other hand they use forty-three muscles when they frown.

**Question 02**

(10 Marks)

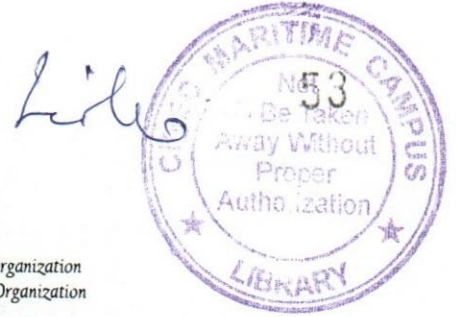
Develop one of the following sentences into a paragraph (words: 150 -175):

- a) There is no doubt that social media has several advantages.
- b) There are several reasons why one should cultivate the habit of reading.

-----END OF THE QUESTION PAPER-----



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Faculty	Department / Section/Division
Management, Humanities and Social Sciences	Education and Languages

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE COURSE CODE: LC - 0845
MID SEMESTER EXAMINATION QUESTION PAPER YEAR I - SEMESTER I BASIC CONCEPTS IN ENGLISH LANGUAGE TEACHING - TESL 1101

INSTRUCTIONS TO CANDIDATES	
There are <i>five (05)</i> Questions in the paper.	Duration of the examination = <i>1 ½ hours</i>
Answer <i>any four (04)</i> Questions.	Date: 2019.06.09
Each question carries 10 marks.	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.
Read the questions carefully and answer to the point. Write what you are asked to write and not what you want to write	Candidates could be disqualified if you violate examination rules.

Total Marks = /40

Weightage = 20%

**Answer any four (04) Questions.**

**Question 01**

**(10 marks)**

A. Write short definitions for the following terms.

- i. Phonetics
- ii. Phonology
- iii. Morphology
- iv. Syntax
- v. Semantics
- vi. Pragmatics
- vii. Second Language
- viii. First Language
- ix. Mother Tongue
- x. TESOL Teaching English to Speakers of Other Languages

**Question 02**

**(10 marks)**

A. Define the term *Applied linguistics*.

**(02 marks)**

B. Discuss the relationship between Applied Linguistics and English Language Teaching.

**(08 marks)**

**Question 03**

**(10 marks)**

- A. The most influential model of the spread of English is Braj Kachru's model of World Englishes. Discuss this three Concentric Circles of Kachru's model: The Inner Circle, the Outer Circle, and the Expanding Circle. *(08 marks)*
- B. Identify one problem in the model. *(02 marks)*

**Question 04**

**(10 marks)**

Excellent teachers serve as role models and enable students to reach their potential. Defining the terms "teacher" and "teaching" identify qualities of a good teacher.

**Question 05**

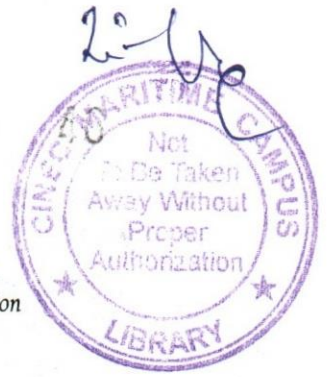
**(10 marks)**

Discuss the key factors in creating a positive classroom climate.

-----**END OF THE QUESTION PAPER**-----



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Faculty	Department / Section/Division
Management, Humanities and Social Sciences	Education and Languages

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE COURSE CODE: LC – 0845 MID SEMESTER EXAMINATION QUESTION PAPER YEAR I – SEMESTER I READING COMPREHENSION – ELAN II02
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INSTRUCTIONS TO CANDIDATES	
Answer all questions.	Date: 2019.06.09
Answers should be written on this paper itself. Marks will be deducted for grammatical and spelling errors.	Duration of the examination = 01 ½ hours
Candidates could be disqualified if you violate examination rules.	Total marks = 100
Candidates are not allowed to communicate with and disturb fellow candidates during the examination.	Weightage = 20%

<b>INDEX NUMBER:</b> .....							
For Office Use Only							
Question No:	1	2	3	4	Total Marks/100	20%	Signature
For Scrutinizer's Use Only (marks)							
For Moderator's Use Only (marks)							

**\* Answer all questions. Answers should be written on this paper itself. Marks will be deducted for grammatical and spelling errors.**

**Question 01** **(25 marks)**

Read the following texts and write the **main idea** of each text **in one sentence**.

- i) If the present educational system is to improve, the only way is to eliminate selfishness and train students for the service of the society. How are students to be trained for this purpose? It is only through the inculcation of love, with no trace of self-interest. Love is of two kinds; natural love and divine love. Natural love is one, which expects something in return. Divine love expresses itself in loving service without expectation of any return. Divine love always gives others and receives nothing. Natural love always expects something from others. True education must teach this divine love of heart to heart and mind to mind.

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ii) Singing is one way in which animals can interact with one another. Male blackbirds often use their melodious songs to catch the attention of the females. These songs are usually rich in notes variation, encoding various kinds of messages. Songs are also used to warn and keep off other blackbirds from their territory, usually a place where they dwell and reproduce. Large mammals in the oceans sing too, according to adventurous sailors. Enormous whales groan and grunt while smaller dolphins and porpoises produce pings, whistles and clicks. These sounds are surprisingly received by other mates as far as several hundred kilometers away.

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iii) Architectural dreamers of a hundred years ago or more imagined cities in the sky, giant buildings where people lived thousands of feet above the ground, above the clouds, above the pollution. Today, although some people believe that modern skyscrapers are too high, they now characterize cities all over the world; and they keep getting higher. Fires in a few tall buildings, for instance in Dubai, have led to further questions being asked; but in spite of the occasional disaster, skyscrapers are here to stay at least for offices and city hotels. Symbols of our civilisation, they are not likely to be replaced.

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iv) In India, English serves two purposes. First, it provides a linguistic tool for the administrative cohesiveness of the country, causing people who speak different languages to become united. Secondly, it serves as a language of wider communication, including a large variety of different people covering a vast area. It overlaps with local languages in certain spheres of influence and in public domains. Generally, English is used among Indians as a 'link' language and it is the first language for many well-educated Indians. It is also the second language for many who speak more than one language in India. The English language is a tie that helps to bind many segments of the society together.

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v) Academic dishonesty is never condoned by the university. This includes cheating and plagiarism, which violate the student conduct code and could result in expulsion or failing the course. Cheating includes obtaining or giving unauthorized help during an examination, getting unauthorized information about the contents of an examination before it is administered, using unauthorized sources of information during an examination and altering or falsifying the record of any grades. Plagiarism includes submitting any paper or

other document to satisfy an academic requirement, which has been copied either in whole or in part from someone else's work without identifying or giving credits to the author.

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**Question 02**

**(20 marks)**

Read the following two texts and give the meaning of the words/phrases in bold print as they appear in the texts.

**A.**

Amid the present weather changes now experienced, hardly two months after the May 2016 major flooding of the Kelani Ganga and seeing the indifferent attitude of the relevant officials while the flood victims are still **languishing** under **sub-human conditions**, one is **inclined** to ask whether we are waiting for the next major flood, to once again start distributing clothes, food parcels, dry rations and shed **crocodile tears** with no visible action to prevent such a **calamity** from occurring AGAIN?

- i. Languishing .....
- ii. Sub-human conditions .....
- iii. Incline .....
- iv. Crocodile tear .....
- v. Calamity .....

**B.**

Many **refugees** and **asylum** seekers have come to Sri Lanka seeking protection due to **persecution** they faced in their own countries. Some are Ahmadiya and Shia Muslims from the Hazara ethnic community, while others are Christians, all persecuted by Muslim groups. They belong to religious minorities who have suffered threats, attacks and killings by extremist groups, with little or no protection from the State against these attacks. Many refugees here are those persecuted under Pakistani law for **blasphemy** which is an **offence** punishable with death. A few persecuted human rights activists, journalists, bloggers, atheists and gay persons have also sought refuge in Sri Lanka.

- i. Refugees .....
- ii. Asylum .....
- iii. Persecution .....
- iv. Blasphemy .....
- v. Offence .....

**Question 03**

**(25 marks)**

Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details.

**A.**

They kept on asking and I kept on answering as best as I could, wondering all the time if the others had managed to get away. Wondering most of all about Channa. If he was caught, our cause was lost. All our work would have been in vain.

Banda and I had been unlucky. We had been a little too slow. When they had shouted "Halt!" I had stopped without thinking. Now I wish I had kept on running. I would have been better to have been shot in the back than to be caught like this. But I also knew these guys did not shoot to kill at once. They shot at your legs or at the lower part of your stomach so that you did not die but lay howling in the jungle. But now I felt I was suffering unbearably. I could not stand the bulbs being flashed in my face. My body longed to fall asleep and yet they would not let me be. I was so tired I gave different answers to the same questions. I did not know what had happened to Banda. At last one of them hit me and they dragged me out and threw me into a room.

Either I fell asleep or I fainted. When I came around, I heard Banda's voice. I opened my eyes and saw a man that should have looked like Banda only he seemed to be wearing a mask. His nose was twice its size. His lips looked very thick and painted in red. His eyes were covered over. He could not see through them. "Banda?" I reached towards his face.

"Don't touch man, they've done a thorough job on me."

I couldn't bear to look at him. They hadn't been so rough with me.

"What will they do to us?" I asked him.

"The worst is over now. They are trying to make up their minds about killing us or letting us go. We're too small for them to worry too much about. All they wanted to get something out of us. I hope you didn't tell them anything."

What inferences can you make about the narrator based on this passage? Support your answer with evidence from the text. Use about 75 words.

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**Question 04**

**(30 marks)**

Compare and contrast the following two texts (A & B). Draw logical inferences about the contexts, settings and messages in the two texts. Use about 100-125 words.

**Text A**

Earth is pressing against us, trapping us in the final passage.  
 To pass through, we pull off our limbs.  
 Earth is squeezing us. If only we were its wheat, we might die and yet live.  
 If only it were our mother so that she might temper us with mercy.  
 If only we were pictures of rocks held in our dreams like mirrors.  
 We glimpse faces in their final battle for the soul, of those who will be killed  
 by the last living among us. We mourn their children's feast.  
 We saw the faces of those who would throw our children out of the windows  
 of this last space. A star to burnish our mirrors.  
 Where should we go after the last border? Where should birds fly after the  
 last sky?  
 Where should plants sleep after the last breath of air?  
 We write our names with crimson mist!  
 We end the hymn with our flesh.  
 Here we will die. Here, in the final passage.  
 Here or there, our blood will plant olive trees.  
*(Mahmoud Darwish)*

**Text B**

I saw a thousand hungry, lean, scared and betrayed faces as I criss-crossed Somalia between the end of 1991 and December 1992, but there is one I will never forget.  
 I was in a little hamlet just outside Gufgaduud, a village in the back of beyond, a place the aid agencies had yet to reach. In my notebook, I had jotted down instructions on how to get there. 'Take the Badale Road for a few kilometers till the end of the tarmac, turn right on to a dirt track, stay on it for about forty-five minutes — Gufgaduud. Go another fifteen minutes approx. — like a ghost village.'

In the ghoulish manner of journalists on the hunt for the most striking pictures, my cameraman ... and I tramped from one hut to another. What might have appalled us when we'd started our trip just a few days before no longer impressed us much. The search for the shocking is like the craving for a drug: you require heavier and more frequent doses the longer you're at it. Pictures that stun the editors one day are written off as the same old stuff the next. This sounds callous, but it is just a fact of life. It's how we collect and compile the images that so move people in the comfort of their sitting rooms back home.

There was Amina Abdirahman, who had gone out that morning in search of wild, edible roots, leaving her two young girls lying on the dirt floor of their hut. They had been sick for days, and

were reaching the final, enervating stages of terminal hunger. Habiba was ten years old and her sister, Ayaan, was nine. By the time Amina returned, she had only one daughter. Habiba had died. No rage, no whimpering, just a passing away — that simple, frictionless, motionless deliverance from a state of half-life to death itself. It was, as I said at the time in my dispatch, a vision of ‘famine away from the headlines, a famine of quiet suffering and lonely death’.

There was the old woman who lay in her hut, abandoned by relations who were too weak to carry her on their journey to find food. It was the smell that drew me to her doorway: the smell of decaying flesh. Where her shinbone should have been there was a festering wound the size of my hand. She’d been shot in the leg as the retreating army of the deposed dictator ... took revenge on whoever it found in its way. The shattered leg had fused into the gentle V-shape of a boomerang. It was rotting; she was rotting. You could see it in her sick, yellow eyes and smell it in the putrid air she recycled with every struggling breath she took.

There’s pity, too, because even in this state of utter despair they aspire to a dignity that is almost impossible to achieve. An old woman will cover her shriveled body with a soiled cloth as your gaze turns towards her. Or the old and dying man who keeps his hoe next to the mat with which, one day soon, they will shroud his corpse, as if he means to go out and till the soil once all this is over.

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-----END OF THE QUESTION PAPER-----



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Management, Humanities and Social Sciences	Education and Languages

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE COURSE CODE: LC - 0845
MID SEMESTER EXAMINATION QUESTION PAPER YEAR I - SEMESTER I INTRODUCTION TO ENGLISH LITERATURE - ELIT 1101

INSTRUCTIONS TO CANDIDATES	Date: 2019.06.08
Answer all questions in Part I and one question each in Poetry, Drama and Short Stories from Part II.	Duration of the examination = 01 ½ hours
Candidates could be disqualified if you violate examination rules.	Total marks = 60
Candidates are not allowed to communicate with and disturb fellow candidates during the examination.	Weightage = 20%

- \* Answer all questions in Part I and one question each in Poetry, Drama and Short Stories from Part II.

### Part I

"Identify the context of the following extracts including title, writer and the specific message it conveys."

#### Question 01

- (i.) "I will arise and go now, for always, night and day  
I hear lake water lapping with low sounds by the shore;  
While I stand on the roadway, on the pavements gray."
- (ii.) "Good news after so much bad! What's the latest on the war?"
- (iii.) "I was only taking care of animals"

(15 marks)

### Part II

#### Poetry

#### Question 02

"The Lake Isle of Innisfree and To daffodils are poems which are closely associated with nature, but the two poets want to convey two different concepts through nature." Comment.

OR

#### Question 03

"Through the poems, *Mid-Term Break* and *Homecoming*, the poets communicate about a great loss which have shocking impacts both in readers' as well as narrators' mind." Do you agree?

## Drama

### Question 04

“Natella Abashwili, the wife of Georgi Abashwili of *The Caucasian Chalk Circle* is portrayed as a wicked woman with no humane quality”. Substantiate this statement.

**OR**

### Question 05

“The concept of sacrifice and its value are vividly reflected through Grusha in *The Caucasian Chalk Circle* by Bertolt Brecht.” Discuss.

## Short Stories

### Question 06

“*The Old Man at the Bridge* by Earnest Hemingway illustrates a setting of a war-stricken area where the innocent people, who are not responsible for anything are victimized.” Comment.

**OR**

### Question 07

“The short story *Eveline* By James Joyce, in a very subtle manner, reveals the effects of industrialization.” Discuss.

(15 x 3 = 45 marks)

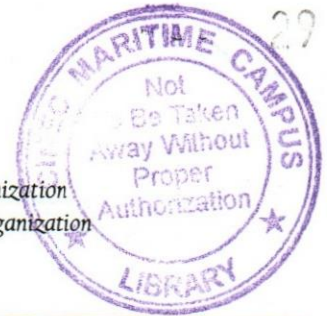
-----END OF THE QUESTION PAPER-----

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Faculty	Department / Section / Division
Management, Humanities and Social Sciences	Education and Languages

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE COURSE CODE: LC - 0845
MID SEMESTER EXAMINATION QUESTION PAPER YEAR I - SEMESTER I INTRODUCTION TO ENGLISH LANGUAGE AND ENGLISH GRAMMAR - ELAN 1101

INSTRUCTIONS TO CANDIDATES	Date: 2019.06.08
Answer question 01 and any three questions from Part II.	Duration of the examination = 01 ½ hours
Candidates could be disqualified if you violate examination rules.	Total marks = 60
Candidates are not allowed to communicate with and disturb fellow candidates during the examination.	Weightage = 20%

\* Answer Question 01 and any three questions from Part II.

**Part I**

**Question 01**

**Extract examples for the grammatical elements from the given text. (15 marks)**

Dandelions are one of the first flowers that you see in the spring in Canada. It is a breathtaking sight to see the flowers in bloom. Many people think they are weeds as they grow everywhere. They grow on lawns. They grow in parks. These flower beds are a common sight indeed. They even grow in the cracks in sidewalks. In the spring and summer, you can see these yellow flowers all over the place!

Not everyone thinks this plant is a weed. The leaves of the dandelion plant can be eaten. They can be used in salads or they can be cooked. This dish is quite delicious. The leaves contain lots of vitamins; so they are a healthy food. Parts of the dandelion plant can be used to make wine. The roots of the dandelion can be roasted and used to make dandelion coffee. They consider the flower a herb and it is used in their meals often.

- i) Present participle as an adjective -
- ii) Compound noun -
- iii) Predicative adjective -
- iv) Noun phrase as an adverbial -
- v) Non-finite verb -
- vi) Modal verb in passive voice -
- vii) Adverb of degree -
- viii) Noun phrase as the object of the sentence -
- ix) Object complement -
- x) Adverb of frequency -

## Part II

### **Question 02**

Describe, with examples, the syntactic sub-classifications of adjectives.

(15 marks)

### **Question 03**

Explain adverbs of degree, adverbs of aspect, sentence adverbs, relative adverbs and adverbs of duration with examples.

(15 marks)

### **Question 04**

Write an essay on 'Verb Complementation'. Your discussion should include the following supported with examples.

- Transitive/ Ditransitive/ Intransitive and Intensive Verbs

(15 marks)

### **Question 05**

**A. Identify the 'Clause Elements' in the following sentences.**

- i) Modern man is in a rat race.
- ii) The world has become competitive.
- iii) Technology has made life easier in a different way.
- iv) Life in years to come would be so unpredictable.
- v) Education given should cater to the future needs.
- vi) Machines will do all the housework in every nook and corner of the world.
- vii) Man is going to live in a concrete world.

**B. Write a short note on 'Kernel Sentences' citing your own examples.**

(7 + 8 marks = 15 marks)

..... **END OF THE QUESTION PAPER** ... ..

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EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE COURSE CODE: LC - 0845
END SEMESTER EXAMINATION QUESTION PAPER YEAR I - SEMESTER I BASIC CONCEPTS IN ENGLISH LANGUAGE TEACHING - TESL 1101

INSTRUCTIONS TO CANDIDATES	
Candidates are required to answer <i>any four (04)</i> Questions.	Duration of the examination = 03 hours
Each question carries 15 marks.	Date: 2018.11.30.
Read the questions carefully and answer to the point. Write what you are asked to write and not what you want to write	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.
	Candidates could be disqualified if you violate examination rules.

**ANSWER ANY FOUR (04) QUESTIONS.**

1. **(15 marks)**  
"Use pair work / group work to increase student talking time - even if it seems chaos".  
(Hadfield, 1994)

- A. Name two types of pair work to be used in ESL classrooms and briefly discuss their advantages and disadvantages. (5 marks)
- B. Briefly discuss two types of group work used in ESL classrooms and their advantages and disadvantages. (5 marks)
- C. Explain some important considerations to be borne in mind (TIPS) in organizing pair work / group work. (5 marks)

2. **(15 marks)**  
*A picture is worth a thousand words. This is especially true in the ESL classroom.*

- A. Name and briefly explain five different types of visual aids commonly used in the ESL classroom. (5 marks)
- B. Write a short note on 'Tips' for preparing and using visual aids. (5 marks)
- C. Briefly explain the benefits of visual facilitation in the language classroom. (5 marks)

3.

(15 marks)

Two important stages of an English language lesson are the Beginning and Ending.

- A. Discuss why the Beginning and Ending of a lesson are important? (3 marks)
- B. Give 3 activities which can be used at the Beginning of a lesson. Explain how they could be done in the classroom. (6 marks)
- C. Give 3 activities which can be used to End a lesson. Explain how they could be done in the classroom. (6 marks)

4.

(15 marks)

Cartoons are powerful teaching tools that can be used in ELT. Discuss how each of the following 03 cartoons can be used in a classroom to

- i. increase students' Speaking Skills by constructing 02 speech activities.
- ii. integrate Writing Skills into the lesson by constructing either 06 suitable questions or 3 other written activities.

Instructions to answer this question is given below.

Each Cartoon requires

- i. 02 speech activities selected from the following three stages.
  - a) Pre-Speaking (Without Cartoon)
  - b) While Speaking (With Cartoon)
  - c) Post Speaking

Example: Cartoon A

(5marks)

	i. 02 Speech Activities	(2 marks)
1)		
2)		

AND

ii. Either 06 questions or 03 activities to integrate Writing Skills.

(3 marks)

EITHER

06 Suitable Questions
1.
2.
3.
4.
5.
6.

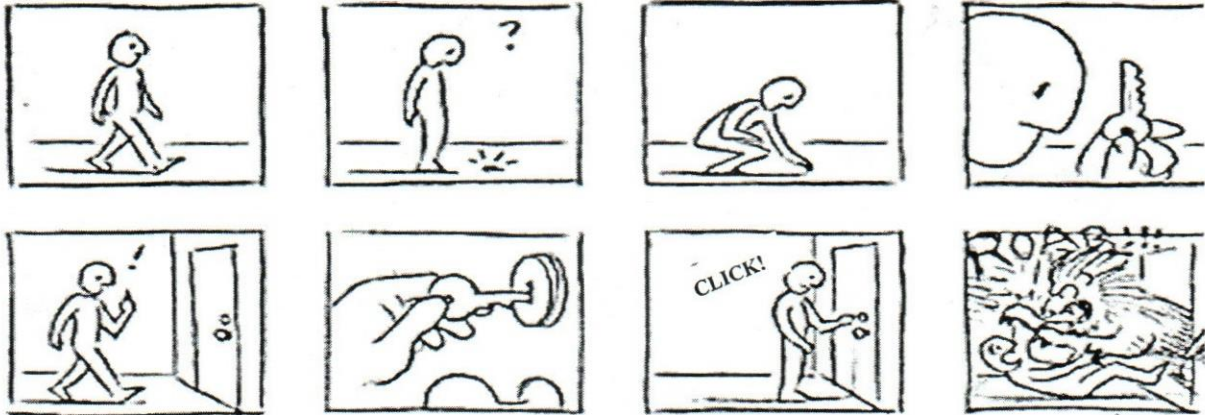
OR

3 Other Written Activities
1.
2.
3.



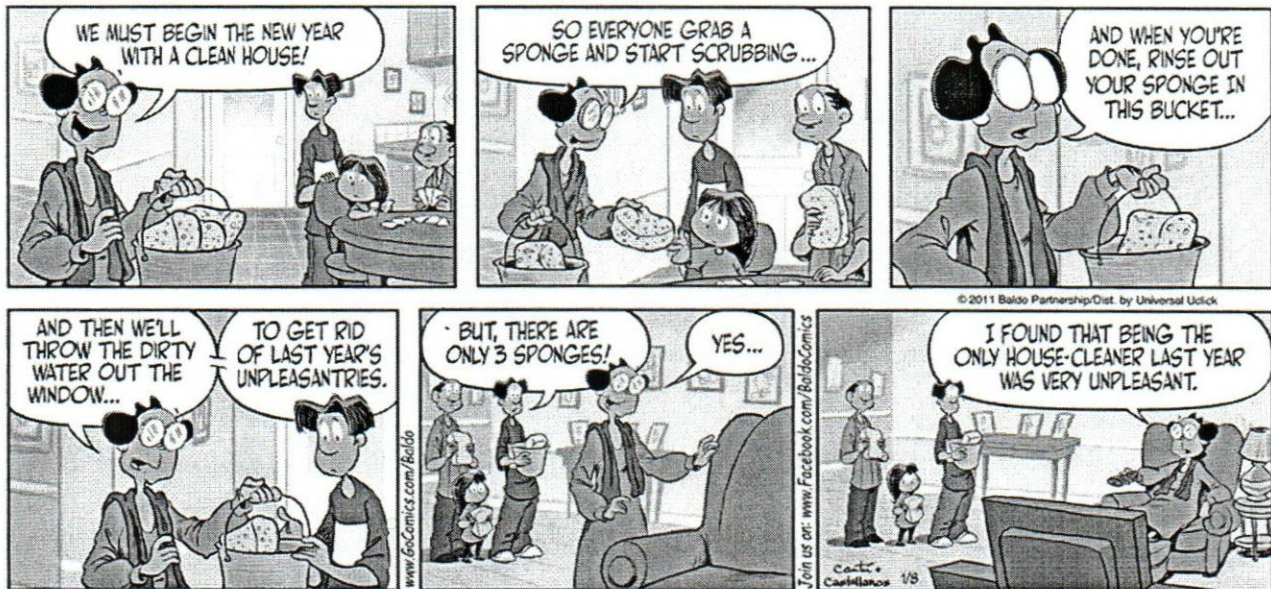
A.

(5 marks)



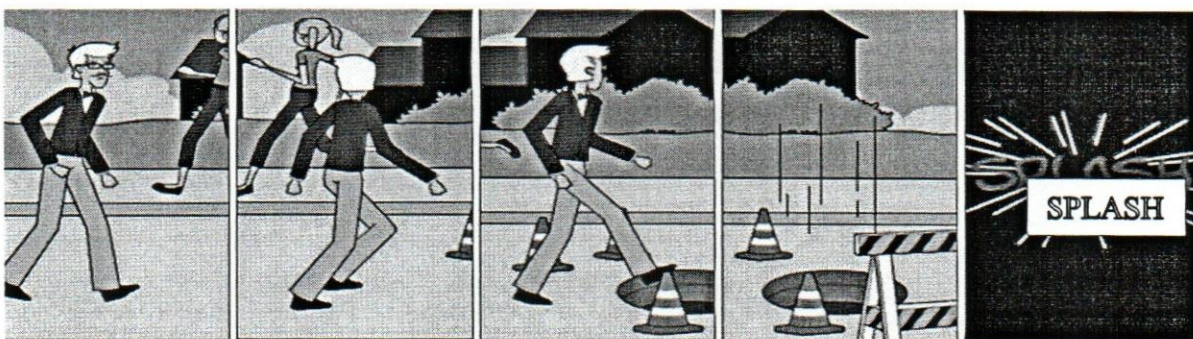
B.

(5 marks)



C.

(5 marks)



5. A. How would you handle spoken errors? Give examples. (5 marks)

B. Write the correct forms of the sentences given below on your answer script.  
Underline the changed sections. (5 marks)

	SYMBOL	TYPE OF ERROR	WRONG SENTENCE FORM
1	VT	verb tense	Yesterday, the weather has been bad.
2	WF	Wrong form	Bandara's and Malin's clothes were completely wetted.
3	WW	Wrong word	I thought making homework or studying daily was useless.
4	WO	Word order	Mala forgot to put money into wallet her.
5	ART	Article	The France is in Europe.
6	Prep	preposition	Sandun was working on his office.
7	Sp	Spelling	It is they're choice.
8	CL	capital letter	The second world war ended in 1945.
9	M	Missing word	It is necessary reform.
10	X	Extra word	Our plane flew over to the mountains.

B. Look carefully at the underlined sections in the passage. Each section contains an error. (5 marks)

I've had a terrible cold 1) about several days. I've been blowing my nose, sneezing, and coughing. 2) I'm been eating biscuits and drinking orange juice for a couple days. I've been taking Panadol and 3) cough sirrup. I've been at home watching TV 4) since monday. I've 5) talked my mother on the phone 6) every day of a week, I've watched every bad movie that came on the TV. I wonder 7) if I will be very well again. I wonder when I can go back to campus. I'm 8) of the coughing, sneezing, and complaining tired! My batch mates 9) have sended me Get Well cards and messages. 10) I have joined a lot of lectures too. I will be going to 11) campus in Monday.

Instructions to answer this question is given below.

Draw the following table on your answer script. Write the Symbol for the Type of Error and the Correct Form for the sections 2-11. The first one is done for you.

Wrong Form of the Sections	Symbol for the Type of Error	Correct Form of the sections
1) <i>about several days</i>	<i>PREP</i>	<i>for several days</i>
2) I'm been eating		
3) cough sirrurp		
4) for Monday.		
5) my mother		
6) every day of a week		
7) if I will be very well again.		
8) of the cough, sneezing, and complaining tired!		
9) have sended		
10) I have joined		
11) campus in Monday.		

..... *END OF THE QUESTION PAPER* .....



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Faculty	Department / Section/Division
Management, Humanities and Social Sciences	Education and Languages

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE COURSE CODE: LC – 0845
END SEMESTER EXAMINATION QUESTION PAPER YEAR I – SEMESTER I WRITING SKILLS – ELAN 1103

INSTRUCTIONS TO CANDIDATES	Date of the examination: 2018.11.30
Answer all questions.	Duration of the examination = 03 hours
Candidates could be disqualified if you violate examination rules.	Total Marks = 60
Candidates are not allowed to communicate with and disturb fellow candidates during the examination.	

- \* Answer all questions.
- \* Question 01 has two sections.

### QUESTION 01

**Section A:** Develop the following sentence into a paragraph of about 50 words. (10 marks)

*Wealth does not necessarily make an individual happy.*

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**Section B:** Write a paragraph of about 50 words on the following topic.

(10 marks)

*Kindness to animals.*

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**QUESTION 02**

Compare and contrast the two poems given below in about 200 words.

(20 marks)

*I Am a Fire*

I want to dance, to leap, to twist,  
To jump and creep, to fall back at every gust of  
wind,  
To flare up every second of my life.  
I'm red – I want to be yellow.  
I'm orange – I want to be green.  
I'm blue – I want to be red.  
I'm dark – and I want to be light.  
I take another form every second.  
Horses are riding through my forests  
And disappear as suddenly as they came.  
Deep caverns form and disform.  
Forests rise up and fall back.  
The trees are my flame.  
I am a happy fire,  
Happy because I can do whatever I want.  
Dancing, leaping, twisting, swirling,  
Flaring, creeping and jumping,  
Crackling and roaring as I do.  
The smell of burning reaches the people around  
me,  
The smoke drifts up and up till it reaches the  
heavens,  
And then just fades away,  
And sadly I die, slowly, slowly, slowly.

ALISON SMITH

*Fire*

An old house standing there,  
A box of matches and fags to share.  
Into the house we quietly crept,  
Up the stairway we quietly leapt,  
Into the loft all dirt and stuff.  
We got out a fag and started to puff.  
We started a fire, a very small fire.  
It was started with a small car rubber tyre.  
It was getting too big, very big.  
Me and my mate stubbed out our cig.  
Out of the window went the old rubber tyre,  
Smoke in the room from the big fire.  
We walked away from the old worn shell,  
Thinking that everything was going well.  
We came back later on, the fire engines were  
there.  
Where the old house used to stand, it was bare.  
The old rubber tyre had been the cause of it  
all.  
It had caught stairs alight and half the back  
wall.  
All the rubble was black and brown.  
One less house for the council to pull down.

ALAN NELMES

006028

**QUESTION 03**

Write an essay on one of the topics in 200-250 words.

(20 marks)

- a) "Many teledramas telecast in Sri Lanka contain an unhealthy amount of violence." Do you agree?
- b) The advantages and disadvantages of social media.
- c) Write a review on an English novel of your choice.

-----END OF THE QUESTION PAPER-----



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END SEMESTER EXAMINATION QUESTION PAPER YEAR I - SEMESTER I INTRODUCTION TO ENGLISH LITERATURE - ELIT 1101

INSTRUCTIONS TO CANDIDATES	Date of the examination: 2018.11.28
Answer only <u>four</u> questions taking <u>one</u> from each section.	Duration of the examination = 03 hours
Candidates could be disqualified if you violate examination rules.	Total Marks = 60
Candidates are not allowed to communicate with and disturb fellow candidates during the examination.	

❖ Answer only four questions taking one from each section. (15x4 = 60 marks)

### Section I - Poetry

#### Question 01

“Fear No More by William Shakespeare and *Death be not proud* by John Donne deal with the theme death, but in different ways.” Comment.

#### Question 02

“Different poets, in their poems, use nature for many purposes.” Discuss this statement with reference to three poems you have studied.

#### Question 03

“*Dulce Et Decorum Est* and *The Man He Killed* reveal different perspectives on war.” Substantiate this statement.

### Section II - Short stories

#### Question 04

Gamini Akmeemana and Oscar Wilde, in their short stories “The Drummer” and “The Happy Prince,” criticize society for not taking action against social injustice. Comment. Provide appropriate quotes from the text.

### Question 05

In “The Happy Prince” and “The Grasshopper,” James Joyce and Anton Chekhov highlight the importance of friendship. Do you agree? Give reasons for your answer.

### Question 06

Both “Eveline” and “The Old Man at the Bridge” are short stories in which the main characters have to make important decisions. Do you agree? Give reasons for your answer.

## Section III – Novel

### Question 07

“*Animal Farm* by George Orwell is all about abuse of power, class stratification, inequality and betrayal.” Discuss.

### Question 08

Write a short character analysis on any four characters given below.

- (i) Napoleon
- (ii) Snowball
- (iii) Boxer
- (iv) Squealer
- (v) Old Major
- (vi) Clover
- (vii) Mollie

## Section IV - Drama

### Question 09

Describe how Azdak, being critical about the law and order of his contemporary society, refuses the system.

### Question 10

“Society portrayed in *The Caucasian Chalk Circle* is immoral”. Do you agree? Why?

### Question 11

“Grusha is not only a dedicated mother but also an honest lover.” Elaborate this statement.

-----END OF THE QUESTION PAPER-----





*Libra*  
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EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE COURSE CODE: LC - 0845
END SEMESTER EXAMINATION QUESTION PAPER YEAR I - SEMESTER I READING COMPREHENSION - ELAN 1102

INSTRUCTIONS TO CANDIDATES	Date: 2018.11.26
Answer all the questions.	Duration of the examination = 03 hours
Candidates could be disqualified if you violate examination rules.	Total marks = 100
Candidates are not allowed to communicate with and disturb fellow candidates during the examination.	Weightage = 60%

**INDEX NUMBER:** .....

For Office Use Only

Question No:	1	2	3	4	5	Total Marks/100	60%	Signature
For Scrutinizer's Use Only (marks)								
For Moderator's Use Only (marks)								

- Answer all the questions.
- Answers should be written on this paper itself.
- Marks will be deducted for careless writing and grammatical/spelling/punctuation errors.

**Question 01**

**(30 marks)**

Read the following poem and answer the questions given below.

Let me not to the marriage of true minds  
 Admit impediments. Love is not love  
 Which alters when it alteration finds,  
 Or bends with the remover to remove.  
 O no! it is an ever-fixed mark  
 That looks on tempests and is never shaken;  
 It is the star to every wand'ring bark,  
 Whose worth's unknown, although his height be taken.

Love's not Time's fool, though rosy lips and cheeks  
Within his bending sickle's compass come;  
Love alters not with his brief hours and weeks,  
But bears it out even to the edge of doom.  
If this be error and upon me prov'd,  
I never writ, nor no man ever lov'd.

William Shakespeare

A) What inferences can be drawn about the poet of this poem? (10 marks)

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B) Comment on the writer's attitude towards love. (10 marks)

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On April 7, 1770, William Wordsworth was born in Cockermouth, Cumbria, England. Wordsworth's mother died when he was eight this experience shapes much of his later work. Wordsworth attended Hawkshead Grammar School, where his love of poetry was firmly established and, it is believed, he made his first attempts at verse. While he was at Hawkshead, Wordsworth's father died leaving him and his four siblings orphans. After Hawkshead, Wordsworth studied at St. John's College in Cambridge and before his final semester, he set out on a walking tour of Europe, an experience that influenced both his poetry and his political sensibilities. While touring Europe, Wordsworth came into contact with the French Revolution.

This experience as well as a subsequent period living in France, brought about Wordsworth's interest and sympathy for the life, troubles, and speech of the "common man." These issues proved to be of the utmost importance to Wordsworth's work.

C) What inferences can be drawn about William Wordsworth and his work from the above passage? (10 marks)

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**Question 02** (20 marks)

Compare and contrast the following two texts, paying attention to setting, imagery, language, content or any other aspects of the passages that you consider worthy of discussing.

Text A

We've seemed to have made a mess of things  
Polluting the air in which we breathe.  
But there where to many people  
Claiming false promises that we all believed.

That they would make those changes needed  
To go and clean up the mess they'd made.  
But all they did was mask it all  
Burying their poisoness messes in un-marked graves.

Then along came those scaming builders  
Placing homes on top of those toxic dumps.  
Selling those who bought homes a bill of goods  
All left now feeling like real chumps.

Land not worth a penny  
On the dollar that they spent.  
In walks good old, 'Uncle Sam'  
To buy up their homes, to circumvent.



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**Question 03**

**(20 marks)**

**Read the following text and answer the questions given below in complete sentences.**

Oppression did not end with slavery. Even though the Civil War and the 13th amendment ended slavery, during the war and the post-emancipation period there was still a lot of sexual violence against African American girls and women. Many white men used rape as an instrument to establish their power after they lost their privilege by the abolition of slavery. During slavery, many white owners were able to get away with sexually abusing their female slaves, as the enslaved black women were considered the slave owner’s property. Black women chose to keep their sexual experiences private, out of fear of judgement by society. Black women were often seen (and stereotyped) as very sexual and promiscuous. They also chose to keep that part of their lives private to at least have their sexuality as their own, in a world where they were often merely seen as property.

Feminist scholar Evelyn Hammonds describes three themes that describe how the perceptions of black women’s sexuality are produced and maintained. The first is “the construction of the black female as the embodiment of sex and the attendant invisibility of black women as the unvoiced, unseen everything that is not white.” The second theme is “the resistance of black women both to negative stereotypes of their sexuality and to the material effects of those stereotypes on their lives” and the third theme that Hammonds describes is “the evolution of a “culture of dissemblance” and a “politics of silence” by black women on the issue of their sexuality” (Hammonds, 132). However, there came a point when some black women started to speak up about their sexuality and their experiences, also because they wanted to hold their abusers accountable for their actions.

Accounts of sexual assault of black women in literature, both in non-fiction and fiction, are related to black women’s sexuality, as they mirror the society of the time in which the story takes place.

1. What is this text about? (03 marks)

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2. Did female oppression end with slavery? (02 marks)

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3. Why were the white owners able to get away with sexually abusing their female slaves? (03 marks)

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4. Why did many black women chose to keep their sexual experiences private? (03 marks)

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5. List three themes that describe how the perceptions of black women's sexuality are produced and maintained according to Evelyn Hammonds. (03 marks)

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6. According to the text, why did black women start to speak up about their sexuality and their experiences? (03 marks)

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7. Accounts of sexual assault of black women in literature reflects ..... (03 marks)

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**Question 04**

**(20 marks)**

**Read each passage and then respond to the questions.**

John Reed was a schoolboy of fourteen years old; four years older than I, for I was but ten: large and stout for his age, with a dingy and unwholesome skin; thick lineaments in a spacious visage, heavy limbs and large extremities. He gorged himself habitually at table, which made him bilious, and gave him a dim and bleared eye and flabby cheeks. He ought now to have been at school; but his mama had taken him home for a month or two, "on account of his delicate health." Mr. Miles, the master, affirmed that he would do very well if he had fewer cakes and sweetmeats sent him from home; but the mother's heart turned from an opinion so harsh, and inclined rather to the more refined idea that John's sallowness was owing to over-application and, perhaps, to pining after home.

John had not much affection for his mother and sisters, and an antipathy to me. He bullied and punished me; not two or three times in the week, nor once or twice in the day, but continually: every nerve I had feared him, and every morsel of flesh in my bones shrank when he came near. There were moments when I was bewildered by the terror he inspired, because I had no appeal whatever against either his menaces or his inflictions; the servants did not like to offend their young master by taking my part against him, and Mrs. Reed was blind and deaf on the subject: she never saw him strike or heard him abuse me, though he did both now and then in her very presence, more frequently, however, behind her back.

What is the writer's attitude towards John Read? (10 marks)

.....

.....

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.....

What inferences can you make about the narrator of the text? (10 marks)

.....

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### Question 05

(10 marks)

Read the passage and answer the questions given below.

In 2015, Sri Lanka **amended** its **constitution** to prevent the president from sacking any prime minister unless they had died, **resigned** or lost the confidence of parliament. President Maithripala Sirisena has pointed to another constitutional article that allows the president to appoint as prime minister any MP who, "in the president's opinion", is most likely to command the confidence of parliament.

Constitutional lawyers say President Maithripala Sirisena may have taken this too literally; that his "opinion" should be based on whoever commands the most numbers in parliament. Ranil Wickremasinghe's party has a plurality of MPs, and on Friday he called for an emergency vote to prove he still had the confidence of parliament. But he was prevented from doing so on Saturday, when President Maithripala Sirisena suddenly suspended parliament until 16 November. This was widely seen as an indication the Sirisena-Rajapaksa forces do not believe they would win a parliamentary vote, and need to time to **persuade** MPs.

Ranil Wickremasinghe has refused to recognize the order firing him and continues to occupy the prime ministerial residence in Colombo, Temple Trees. The **compound** has been surrounded by his supporters. But President Maithripala Sirisena has started stripping Ranil Wickremasinghe of staff and privileges. Ranil Wickremasinghe has lost his official cars, his office and last night had his security detail reduced from a force of more than 1,000 officers to ten.

Rajapaksa, meanwhile, is doing everything he can to establish himself as the prime minister. He will start using Ranil Wickremasinghe's office from Monday, has appeared in pictures being saluted by the chief of police and says he will soon appoint a cabinet.

The deadline of 16 November looms for both men, when parliament is scheduled to reopen and the **assembly** will likely vote on which man it recognizes as the lawful prime minister. Nobody knows for sure, but Mahinda Rajapaksa is thought to have around 100 loyal MPs, and needs 13 more for a majority of the 225 seat assembly.

1. In 2015, what is the amendment Sri Lanka made in its constitution? (02 marks)

.....  
.....

2. Why did Ranil Wickremasinghe call for an emergency vote on Friday? (02 marks)

.....  
.....

3. How did President Maithripala Sirisena start stripping Ranil Wickremasinghe of staff and privileges? (02 marks)

.....  
.....

4. Give the meanings of the words in bold print, using your own words. (04 marks)

- i. amended .....
- ii. constitution .....
- iii. resigned .....
- iv. persuade .....

—————**END OF THE QUESTION PAPER**—————





*Handwritten signature and number 000029*

### Colombo International Nautical and Engineering College

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Winner - Sri Lanka National Quality Award 1999 – 2004 – 2009 – 2014  
Approved for Quality Management System

Faculty	Department / Section/Division
Management, Humanities and Social Sciences	Education and Languages

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE COURSE CODE: LC – 0845
END SEMESTER EXAMINATION QUESTION PAPER YEAR I – SEMESTER I INTRODUCTION TO ENGLISH LANGUAGE AND ENGLISH GRAMMAR – ELAN 1101

INSTRUCTIONS TO CANDIDATES	Date of the examination: 2018.11.26
Answer Part I and 4 other questions from Part II.	Duration of the examination = 03 hours
Candidates could be disqualified if you violate examination rules.	Total Marks = 100
Candidates are not allowed to communicate with and disturb fellow candidates during the examination.	Weightage = 20%

### Part I

#### Question 01

**Extract examples for the grammatical elements from the given text. Write one example for each question. Avoid repeating the same example.** (20 Marks)

Washington, D.C. , which is the capital of the United States is one of the most popular tourist attractions of the world. Millions of visitors are attracted to Washington D. C. every year. They eagerly visit the city and give it their full attention. They are attracted not only to its places of traditional value but also to fresh food, arts and nightlife scenes. But have you ever thought about the living things that are also a major tourist attraction? Many tourists make a special visit to Washington, D.C. in the spring to see the blooming pink and white Japanese cherry trees. No visitor should miss it. Each spring, the National Cherry Blossom Festival, a two-week-long celebration, attracts tens of thousands of visitors enthusiastic from around the world to see the magnificent trees in full bloom. This seems to be majestic and heavenly.

(a) Proper Noun

.....

(b) Indirect object

.....

(c) Direct object

.....

(d) Noun phrase functioning as apposition to another noun phrase

.....

(e) Proform

.....

(f) Modal auxiliary

.....

(g) Only attributive adjective

.....

(h) Only predicative adjective

.....

(i) Intensive verb

.....

(j) Primary auxiliary as a full verb

.....

(k) Correlative conjunction

.....

(l) Relative clause

.....

(m) Possessive pronoun

.....

(n) General determiner

.....

(o) Prepositional phrase post modifying a noun phrase

.....

(p) Frequency adverb

.....

(q) Adverb of manner

.....

(r) Present participle as an adjective

.....

(s) An adjective in the superlative form

.....

(t) Passive verb

.....

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## Part II

### Question 02

What are the different types of adverbs. Describe them with examples.

### Question 03

Write short notes on the following clause elements.

- (a) Object
- (b) Adverbial
- (c) Complement

### Question 04

Write an essay on primary auxiliary verbs citing examples to explain their forms and characteristics.

### Question 05

What are the different kinds of conjunctions? Write a detailed essay providing examples.

### Question 06

Discuss with examples:

- (a) Proper Nouns
- (b) Abstract Nouns
- (c) Pluralization of Irregular Nouns

### Question 07

Write an essay on noun phrases. Discuss its structure and syntactic functions citing examples.

### Question 08

Write short notes on any **THREE** of the following.

- (a) Modal Auxiliaries
- (b) Finite and Non-Finite Verbs
- (c) Attributive and Predicative Adjectives
- (d) Verb Phrases
- (e) Dependent Prepositions
- (f) Compound Nouns

(4\*20=80 Marks)

-----END OF THE QUESTION PAPER-----



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Faculty	Department / Section/Division
Management, Humanities and Social Sciences	Education and Languages

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE COURSE CODE: LC - 0845
END SEMESTER EXAMINATION QUESTION PAPER YEAR I - SEMESTER I INTRODUCTION TO ENGLISH LITERATURE - ELIT 1101

INSTRUCTIONS TO CANDIDATES	Total Marks = 60
Answer only <u>four</u> questions taking one from each section.	Date of the examination = 2018.09.09
Candidates could be disqualified if you violate examination rules.	Duration of the examination = 03 hours
	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.

❖ Answer only four questions taking one from each section.

### Part I - Poetry

#### Question 01

How would you describe the overall tone of the poem, "Ode on a Grecian Urn"? Is it joyful or sad?

#### Question 02

"Fear No More" and "To Daffodils" are two poems written by two different poets which associate with life and death." Substantiate this statement.

#### Question 03

Describe how appropriate the language used to suit the themes in "Dulce et Decorum Est" by Wilfred Owen and "Death be not proud" by John Donne.

### Part II - Drama

#### Question 04

In Ionesco's play *The Lesson*, the characters of the Student and the Professor are highly symbolic. Comment. Provide suitable quotations from the text.

**Question 05**

“Having given birth does not qualify someone to be the mother of a child, but the care and nurture offered to that child is the one that does so.” With examples from Bertolt Brecht’s *The Caucasian Chalk Circle*, qualify this statement.

**Question 06**

“Azdak is justified in giving Grusha Vashnadze the custody of Michael.” Using illustrations from the play *The Caucasian Chalk Circle*, discuss this statement.

**Part III - Novel**

**Question 07**

“Power corrupts, and absolute power corrupts absolutely.” How true is this statement with reference to the lust for power in *Animal Farm*?

**Question 08**

Write brief character analyses of any four characters of your choice with regard to their significance to the plot of the novel *Animal Farm*.

**Part IV - Short stories**

**Question 09**

In “The Grasshopper”, through the characterization of Olga and Dymov, Anton Chekhov brings out the theme of appearances vs. reality. Do you agree? Give reasons for your answer. Provide suitable quotations from the text.

**Question 10**

Gamini Akmeemana’s short story “The Drummer” describes the effects of violence on society. Discuss. Give examples from the text.

(15x4 = 60 marks)

-----END OF THE QUESTION PAPER-----



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Faculty	Department / Section/Division
Management, Humanities and Social Sciences	Education and Languages

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE COURSE CODE: LC – 0845
END SEMESTER EXAMINATION QUESTION PAPER YEAR I – SEMESTER I INTRODUCTION TO ENGLISH LITERATURE – ELIT 1101

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Answer only <u>four</u> questions taking one from each section.	Date of the examination = 2018.09.09
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How would you describe the overall tone of the poem, "Ode on a Grecian Urn"? Is it joyful or sad?

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##### Question 03

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In Ionesco's play *The Lesson*, the characters of the Student and the Professor are highly symbolic. Comment. Provide suitable quotations from the text.

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"Having given birth does not qualify someone to be the mother of a child, but the care and nurture offered to that child is the one that does so." With examples from Bertolt Brecht's *The Caucasian Chalk Circle*, qualify this statement.

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"Azdak is justified in giving Grusha Vashnadze the custody of Michael." Using illustrations from the play *The Caucasian Chalk Circle*, discuss this statement.

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"Power corrupts, and absolute power corrupts absolutely." How true is this statement with reference to the lust for power in *Animal Farm*?

### Question 08

Write brief character analyses of any four characters of your choice with regard to their significance to the plot of the novel *Animal Farm*.

## Part IV - Short stories

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In "The Grasshopper", through the characterization of Olga and Dymov, Anton Chekhov brings out the theme of appearances vs. reality. Do you agree? Give reasons for your answer. Provide suitable quotations from the text.

### Question 10

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(15x4 = 60 marks)

-----END OF THE QUESTION PAPER-----



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Faculty	Department / Section/Division
Management, Humanities and Social Sciences	Education and Languages

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE COURSE CODE: LC - 0845 END SEMESTER EXAMINATION QUESTION PAPER YEAR I - SEMESTER I BASIC CONCEPTS IN ENGLISH LANGUAGE TEACHING - TESL 1101
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INSTRUCTIONS TO CANDIDATES	Total Marks = 60
Answer any <i>four</i> Questions.	Duration of the examination = 03 hours
Each question carries 15 marks.	Date of the examination = 2018.09.09
Read the questions carefully and answer to the point. Write what you are asked to write and not what you want to write	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.
Marks will be deducted for spelling and grammatical errors.	Candidates could be disqualified if you violate examination rules.

**Instructions:**

- Answer any four questions.
- Each question carries 15 marks.
- Read the questions carefully and answer to the point. Write what you are asked to write and not what you want to write.
- Marks will be deducted for spelling and grammatical errors.

**Question 01**

- Write an essay on different types of questions asked in the English language class. (09 marks)
- Comment on the questioning techniques used by these two teachers in a Grade 10 class. (06 marks)

Teacher A

T: Good morning.  
 SS: Good morning, sir.  
 T: How are you?  
 SS: Fine, thank you.  
 T: Did you have a good week-end?  
 SS: Yes.  
 T: Did you play foot-ball?  
 SS: Yes.  
 T: Did you enjoy the game?  
 SS: Yes.  
 T: Good. Now turn to page 10.



Teacher B

T: Good morning, children.

SS: Good morning, sir.

T: How are you?

SS: Fine, thank you and you sir?

T: I'm fine, thank you. Now I want you to tell me how you spent your week end.  
Who would like to start? (several hands go up)

Yes, Sam, you tell us how you spent your week-end.

Sam: I played cricket.

T: That's good. With whom did you play?

Sam: With my friends.

T: Good. Now Nuwan tell us about your week-end.

Nuwan: I went to see a movie with my parents.

T: Oh, you went to see a movie? Good. Did you enjoy it?

Nuwan: Yes, very much.

T: Fine. Now Ranjith, can you tell us how you spent your week-end?

Ranjith: I went to Galle to see my grandmother?

T: Oh. Is that so? How old is your grandmother?

Ranjith: She's eighty-two.

T: Okay, the others will tell us about your week-end at the end of this lesson.

## Question 02

- A. Describe in detail **three** teaching aids you would use to teach English language and for what purposes you would use them. (09 marks)
- B. Comment on the way these two teachers display the visual aids. (06 marks)

Teacher A

T: Right, stop talking please! I've got a wall picture to show you today.

SS: .....

T: (tries to find the cello tape in her handbag) er....., mm..... Here it is. (Tries to put up the wall picture but it slips down)

SS: .....

T: Oh dear this cello tape doesn't stick well.

SS: .....

T: What shall we do, now? er..... ah, yes, Sriya and Meera, will you two come up and hold up this wall picture while I do the lesson? (The two students hold the picture up for about 15 minutes.)

Teacher B

T: (Holds rolled up wall picture) Who can guess what this picture is about? Yes?

S1: shops?

T: No, it isn't. Yes, Kamani?

K: People?

T: Yes. Where do you think they are?

S3: On the beach?

T: Okay, you will see it in a while. Now, where shall I put it up? Here?

SS: No.

- T: Why?  
SS: We can't see it.  
T: Why can't you see it?  
SS: Too.....er.....down.  
T: Too low. Oh, you need it a bit higher, like this?  
SS: Yes, but not straight.  
T: Right. Is it okay now? Can everyone see it?  
SS: Yes, Miss. Thank you.

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### Question 03

- A. How do language games help learners to learn English better? (07 marks)  
B. Given below are two language games and one language practice activity. Identify them giving reasons. List the benefits of the two language games. (08 marks)

a) Line ups

Teach your students the ordinal numbers such as 1st, 2nd, 3rd etc. up to 31<sup>st</sup>.

Teach them the months of the year.

Ask the students to write their birthday on a piece of paper.

Ask them to make a line standing shoulder to shoulder in order of the day and month of their birthdays. The students call out their birthdays in sequence.

They are taught the following structure:

*My birthday is on January 10th.*

Older children can be made to say:

*I was born on January 10th in the year 2002.*

b) What am I/ what's my job?

The class is divided into two teams. A student from one team thinks of a profession or job and the students in the other team try to find it out by asking questions.

*Do you work in a hospital?*

*Do you work with students?*

Each team can ask only five questions from that student. If they guess correctly they get a point and if they don't the other team gets a point.

- c) Divide the class into 4/5 teams. Arrange 20 - 25 objects on the table and let students gather around to look at them. Cover everything with a sheet (or something similar) after one minute and send everyone back to their seats. Each team should write out as many items as they can remember on a piece of paper with correct spelling. The teams are given ten minutes for this.  
The team that has written the most number of words with correct spelling wins.

## Question 04

- A. Do you think using drama in the English language class is beneficial to learners? Give your reasons. (07 marks)
- B. Describe in detail (i) Simulation ii) Role-play. How do these two activities help learners of English? (08 marks)

## Question 05

According to Canter & Canter (2002) "Great teachers need to find their own ways to 'manage' a group of students through an effective response style".

1. Describe the 3 main response styles used by a teacher during classroom management.
2. What is the most effective response style? Explain why it is considered the most effective response style.
3. Identify the response styles of the teachers A, B and C given below. Give reasons for your selection.

**Situation:** A student is not attentive during a lecture.

Example of responses of teachers A, B and C:

**Teacher A:**

Ignores it, thinking, "I'm just glad he's not disrupting anything."

**Teacher B:**

Without stopping the lecture, the teacher walks and stands near the student and has eye contact with the student. The student becomes attentive.

**Teacher C:**

The teacher stops the lesson and says, "Hey! I'm not standing up here to hear myself talk. Wake up and pay attention. If you like staring out the window so much, I'll have you stay in after class and you can stare out the window all you want."

Source: Adapted from <https://www.scribd.com/doc/134874422/>

## Question 06

Defining the term 'language' discuss the interrelationship between Linguistics, Applied Linguistics and Teaching English as a Second Language

-----END OF THE QUESTION PAPER-----



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Approved for Quality Management System

Faculty	Department / Section/Division
Management, Humanities and Social Sciences	Education and Languages <sup>3</sup>

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE  
COURSE CODE: LC - 0845

END SEMESTER EXAMINATION QUESTION PAPER  
YEAR I - SEMESTER I

BASIC CONCEPTS IN ENGLISH LANGUAGE TEACHING - TESL 1101

INSTRUCTIONS TO CANDIDATES	Total Marks = 60
Answer any <i>four</i> Questions.	Duration of the examination = 03 hours
Each question carries 15 marks.	Date of the examination = 2018.09.09
Read the questions carefully and answer to the point. Write what you are asked to write and not what you want to write	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.
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SS: Yes.  
T: Did you play foot-ball?  
SS: Yes.  
T: Did you enjoy the game?  
SS: Yes.  
T: Good. Now turn to page 10.

Teacher B

- T: Good morning, children.  
SS: Good morning, sir.  
T: How are you?  
SS: Fine, thank you and you sir?  
T: I'm fine, thank you. Now I want you to tell me how you spent your week end.  
Who would like to start? (several hands go up)  
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Sam: I played cricket.  
T: That's good. With whom did you play?  
Sam: With my friends.  
T: Good. Now Nuwan tell us about your week-end.  
Nuwan: I went to see a movie with my parents.  
T: Oh, you went to see a movie? Good. Did you enjoy it?  
Nuwan: Yes, very much.  
T: Fine. Now Ranjith, can you tell us how you spent your week-end?  
Ranjith: I went to Galle to see my grandmother?  
T: Oh. Is that so? How old is your grandmother?  
Ranjith: She's eighty-two.  
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-----END OF THE QUESTION PAPER-----



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 Approved for Quality Management System

Faculty	Department / Section/Division
Management, Humanities and Social Sciences	Education and Languages

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE COURSE CODE: LC – 0845
END SEMESTER EXAMINATION QUESTION PAPER YEAR I – SEMESTER I INTRODUCTION TO ACADEMIC WRITING IN ENGLISH (WRITING SKILLS) – ELAN 1103

INSTRUCTIONS TO CANDIDATES	Date: 2018.09.08
Answer <u>all</u> questions.	Duration of the examination = 03 hours
Total Marks = 60	Candidates could be disqualified if you violate examination rules.
	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.

❖ Answer all questions.

### Question 01

Write an essay on one of the following topics (250 -300 words):

- Recently, the Sri Lankan government has expressed its interest in implementing the death penalty in the country as a step towards reducing drug trafficking and crimes. What is your opinion on this move?
- In some countries, students are required to wear a uniform to attend school while in some other countries, students are allowed to wear clothes (though with some restrictions) of their choice. Which policy do you think is better for our country?

(25 marks)

### Question 02

Develop one of the following topic sentences into a paragraph (100-110 words):

- Nowadays, learning a second language has several benefits.
- Despite its disadvantages, living in a big city has advantages too.

(15 marks)



### Question 03

Rewrite the following passage while inserting any punctuation marks where necessary. (10 marks)

People have always climbed mountains either to hunt wild animals that lived there or to find good grazing for their domestic animals. Today people mostly climb for excitement adventure and even competition.

There are three basic types of climbing alpine climbing ice climbing and rock climbing. The first two are done on mountains and use teams of people to get to the top. Sometimes alpine and ice climbing can take days to complete. Rock climbers however are more concerned with the physical part of climbing and will find a rock face or cliff anywhere they can even if it is indoors.

There are two kinds of rock climbing. Free climbing is when a person uses only his or her hands and feet to ascend the cliff or rock wall. Ropes are still used as a safety precaution in case the climber slips but the ropes cannot be used in any other way. The other type of climbing is aid climbing. In this type of climbing a person can use a variety of different tools.

### Question 04

Using the information given in the table and the map below, write a description (125-150 words) of Papua New Guinea. (10 marks)

<p><b>Country Name:</b> Papua New Guinea</p> <p><b>Official Name:</b> Independent State of Papua New Guinea</p> <p><b>Capital:</b> Port Moresby</p> <p><b>Total Area:</b> 462,840 km<sup>2</sup> ( world's fifty fourth largest country)</p> <p><b>Land:</b> 97% state owned; 3% private</p> <p><b>Language:</b> Official Languages: English, Hiri Motu, PNG Sign Language &amp; Tok Pisin Languages in total: 820 Language of the government and the education system: English Language in common: Tok Pisin</p> <p><b>Population:</b> (2016 census) 8,084,999; (2000 census) 5,190,783</p> <p><b>Religion:</b> (2011 census) Christians (95.6%) of citizens; Non-Christian (1.4%); no religion identified by the rest</p>
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Map of Papua New Guinea



-----END OF THE QUESTION PAPER-----



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Faculty	Department / Section/Division
Management, Humanities and Social Sciences	Education and Languages

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE COURSE CODE: LC – 0845
END SEMESTER EXAMINATION QUESTION PAPER YEAR I – SEMESTER I INTRODUCTION TO ENGLISH LANGUAGE AND ENGLISH GRAMMAR – ELAN 1101

INSTRUCTIONS TO CANDIDATES	Date: 2018.09.01
Answer Part I and 4 other questions from Part II.	Duration of the examination = 03 hours
Candidates could be disqualified if you violate examination rules.	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.

❖ Answer Part I and 4 other questions from Part II.

### PART I

#### Question 01

Both my parents were teachers, so I grew up in school quarters. Though retired now, my father was a former principal who always worked in remote schools. My mother, a workaholic house wife, made us studious all the time then. We never had a house of our own in our childhood. My brother however built a new house for ourselves when he began to work as an engineer. Like my brother, all three of us managed to enter university due to the never failing courage of my parents. We are very fortunate as our parents are still alive to guide us in all our endeavors.

Find examples for the followings.

- Time Adverb
- Intransitive Verb
- Irregular Noun
- Abstract Noun
- Proform
- Frequency Adverb
- Possessive Pronoun
- Primary Auxiliary

- (i) Prepositional Phrase
- (j) Independent Clause
- (k) Subordinate Clause
- (l) Noun Phrase Apposing to another Noun Phrase
- (m) Reflexive Pronoun
- (n) Non - Finite Verb
- (o) Only Attributive Adjective
- (p) Only Predicative Adjective
- (q) An Adjective functioning as object complement
- (r) Relative Clause
- (s) Present Participle Pre Modifying a Noun
- (t) Noun functioning as a Subject Complement

(20 marks)

## PART II

### Question 02

- I. Identify the phrases underlined in the passage and mention the syntactic function of them.

William Shakespeare, the dramatist of all times, produced some classic comedies and tragedies. He had been producing his plays in the Globe Theatre which was situated close to river Thames in London. His plays are so universal and, as a result produced in all corners of the world very regularly. He is, therefore, known as common man's playwright.

- II. Explain the structure and functions of Noun Phrase.

### Question 03

Discuss Lexical verbs in relation to regular and irregular verbs, and verb complementation with examples.

OR

Discuss primary auxiliaries or modal auxiliaries with examples.

### Question 04

Subordinate clauses are classified into three groups. Define and describe one of these groups. Provide suitable examples.

**Question 05**

Conjunctions can be classified according to their grammatical function and the meaning they convey. Discuss with examples.

**Question 06**

Explain with examples different types of adverbs.

**Question 07**

Write short notes on the given topics.

- (a) Compound nouns
- (b) Regular and irregular nouns
- (c) Singular and plural nouns

**Question 08**

Write short description on four of the following.

- (a) Finite and Non-finite verbs
- (b) Proforms
- (c) Specific determiners
- (d) Reflexive pronouns
- (e) Closed word classes

(4\*20= 80 marks)

-----END OF THE QUESTION PAPER-----



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EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE COURSE CODE: LC – 0845
END SEMESTER EXAMINATION QUESTION PAPER YEAR I – SEMESTER I INTRODUCTION TO ENGLISH LANGUAGE AND ENGLISH GRAMMAR – ELAN 1101

INSTRUCTIONS TO CANDIDATES	Date: 2018.09.01
Answer Part I and 4 other questions from Part II.	Duration of the examination = 03 hours
Candidates could be disqualified if you violate examination rules.	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.

❖ Answer Part I and 4 other questions from Part II.

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#### Question 01

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- Abstract Noun
- Proform
- Frequency Adverb
- Possessive Pronoun
- Primary Auxiliary

- (i) Prepositional Phrase
- (j) Independent Clause
- (k) Subordinate Clause
- (l) Noun Phrase Apposing to another Noun Phrase
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- (n) Non - Finite Verb
- (o) Only Attributive Adjective
- (p) Only Predicative Adjective
- (q) An Adjective functioning as object complement
- (r) Relative Clause
- (s) Present Participle Pre Modifying a Noun
- (t) Noun functioning as a Subject Complement

(20 marks)

## PART II

### Question 02

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- (c) Specific determiners
- (d) Reflexive pronouns
- (e) Closed word classes

(4\*20= 80 marks)

-----END OF THE QUESTION PAPER-----





*Library*

11

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EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE COURSE CODE: LC - 0845
MID SEMESTER EXAMINATION QUESTION PAPER YEAR I - SEMESTER I INTRODUCTION TO ENGLISH LANGUAGE AND ENGLISH GRAMMAR - ELAN 1101

INSTRUCTIONS TO CANDIDATES	Date: 2018.08.30
Answer question 01 and any <u>three</u> from PART II.	Duration of the examination = 01 ½ hours
Candidates could be disqualified if you violate examination rules.	Total marks = 60
Candidates are not allowed to communicate with and disturb fellow candidates during the examination.	Weightage = 20%

❖ **Answer question 01 and any three from PART II.**

### PART I

#### Question 01 (Compulsory)

Read the given text. Extract one example for each of the 15 grammatical elements.

(15 marks)

A small crowd had gathered round the entrance to the park. His curiosity aroused, Robert crossed the road and went there to see what was happening. He saw that the crowd looked excited. He also found that the center of attraction was an old man with a performing monkey. The monkey's tricks, he soon discovered, were in no way remarkable so. After throwing a few pennies in the dirty hat which the man had placed on the pavement, Robert began to move off, along with other members of the crowd.

At this point, the man suddenly let out a loud cry. Everyone turned to see what had happened. The man was bending over the monkey, which now lay quite still on the pavement. He picked up the apparently lifeless body and began to weep loudly.

1. Proper noun

\_\_\_\_\_

2. Predicator

\_\_\_\_\_

3. Attributive adjective

\_\_\_\_\_

4. Noun phrase as a subject

\_\_\_\_\_

5. Animate noun (non person)

6. Object

7. Prepositional phrase as an adverbial

8. Irregular noun

9. Adverb of manner

10. Pronoun as a subject

11. Predicative adjective

12. Pre-modified uncountable noun

13. Common noun

14. Adverb as an adverbial

15. Conjunction of time

## PART II

### **Question 02**

(15 marks)

Define and describe three clause elements of your choice. Provide appropriate examples.

### **Question 03**

(15 marks)

Define common nouns and explain its sub-categories quoting examples.

### **Question 04**

(15 marks)

Explain the *semantic classifications* of adjectives with examples.

### **Question 05**

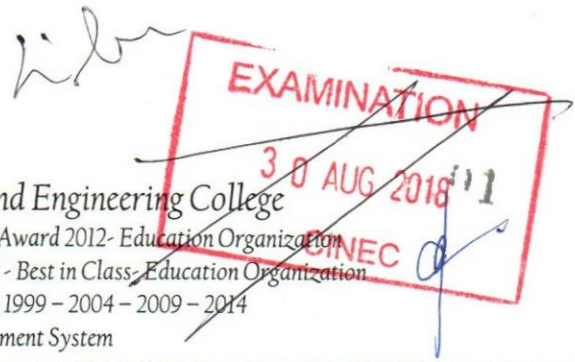
(15 marks)

Describe, with examples, *simple adverbs*, *compound adverbs* and *derivational adverbs*.

-----END OF THE QUESTION PAPER-----



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EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE COURSE CODE: LC - 0845 MID SEMESTER EXAMINATION QUESTION PAPER YEAR I - SEMESTER I WRITING SKILLS - ELAN 1103
--

INSTRUCTIONS TO CANDIDATES	Date: 2018.08.30
Answer <u>all</u> questions.	Duration of the examination = 01 ½ hours
Question 01 has two sections	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.
Answers should be written on this paper itself.	Candidates could be disqualified if you violate examination rules.

INDEX NUMBER: .....					
For Office Use Only					
Question No:	1	2	3	Total Marks - 20	Signature
For Scrutinizer's Use Only (marks)					
For Moderator's Use Only (marks)					

- \* Answer all questions.
- \* Question 01 has two sections
- \* Answers should be written on this paper itself.

**QUESTION 01**

**Section A**

Each of the following sentences has an error or mistake in the selection of **Tense** and **Voice**. (05 marks)

- I. Find the mistake/error and rewrite the sentence correctly.
- II. Provide a clear explanation as to why the proposed correction is more appropriate.

(a) The injured man taken to the nearest hospital immediately.

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(b) Yesterday, before the police was arriving, the thief had escaped.

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## Passage 2

When we judge the intention of a writer we do so in terms of our own
values this is a part of the way in which literary criticism is personal
and valuable so if we are going to be good literary critics in the first
place we have to feel how a given piece of literature affects each one of
us and matters to each one of us

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**QUESTION 03**

Write an analysis of about **200- 250 words** on the following poem:

**“The Call of Lanka” by W.S. Senior**

I climbed o’er the crags of Lanka  
 And gazed on her golden sea,  
 And out from her ancient places  
 Her soul came forth to me.  
 "Give Me a Bard," said Lanka,  
 "My Bard of the things to-be."

"My cities are laid in ruins,  
 Their courts through the jungle spread,  
 My scepter is long departed  
 And the stranger lord instead,  
 Yet give me a Bard," said Lanka,  
 "I am living, I am not dead."

"For high in my highland valleys,  
 And low in my lowland plains  
 The pride of the past is pulsing,  
 Hot, in a people’s veins.  
 "Give me a Bard," said Lanka,  
 A Bard for my joys and pains."

March to a mighty purpose,  
 One Man from shore to shore,  
 The stranger become a brother,  
 The task of the tutor o’er;  
 When the ruined city rises,  
 And the Palace gleams once more.

Hark! Bard of the fateful Future,  
 Hark! Bard of the bright To-Be,  
 A Voice on the verdant mountains,  
 A Voice on the golden sea;  
 Rise, Child of Lanka, and answer!  
 Thy Mother hath called to Thee.

\*Bard - a poet

\*scepter - a decorated stick carried by  
 rulers on ceremonial occasions

\*verdant - green with grass or other rich  
 vegetation

(10 marks)

February

25



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EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE COURSE CODE: LC - 0845 MID SEMESTER EXAMINATION QUESTION PAPER YEAR I - SEMESTER I READING COMPREHENSION - ELAN II02
---

INSTRUCTIONS TO CANDIDATES	Date: 2018.08.29
Answer all the questions.	Duration of the examination = 01 ½ hours
Candidates could be disqualified if you violate examination rules.	Total marks = 100
Candidates are not allowed to communicate with and disturb fellow candidates during the examination.	Weightage = 20%

INDEX NUMBER: .....

For Office Use Only

Question No:	1	2	3	4	Total Marks/100	20%	Signature
For Scrutinizer's Use Only (marks)							
For Moderator's Use Only (marks)							

❖ **Answer all the questions.**

**Question 01**

**(25 marks)**

Read the following texts and write the **implied main idea** of each text **in one sentence**.

*Enterprise Sri Lanka* is the government's loan programme designed for young entrepreneurs in the country. The exhibition displays the sweeping objectives of raising the per capita income to USD 5,000, creating one million new jobs, doubling exports, and sustaining GDP growth at five percent. In its current iteration, more than a dozen loan schemes are expected to develop Small-Medium Enterprises (SMEs), promote green energy, empower farmers, reduce poverty, empower youth and women, as well as to promote tourism, exports and supply chain development.



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Social Media, today, is among the 'best opportunities available' to a brand to connect with prospective consumers. When social media branding is done correctly, it can help the seller to connect with the target market in an optimal level. Social media branding forms a natural but an essential part of overall marketing efforts on major social platforms such as Facebook, Twitter and LinkedIn. These new media platforms win the trust of consumers by connecting with them closely. Social media marketing is the new mantra for several brands. Marketers are taking note of many different social media opportunities, beginning to implement new social initiatives at a higher rate than ever before.

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The number of three-wheelers registered in Sri Lanka nearly tripled between 2007 and 2015, when the figure crossed the 1 million mark, according to the Department of Motor Traffic, the government agency that registers all new vehicles in Sri Lanka. The vehicles, which have become an integral part of the country's transit system, also provide an increasingly popular self-employment option for drivers. It enables the drivers to be independent and have flexible working hours.

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Cleaning a meat processing area is an important daily task at meat factories and outlets. Failure to adhere to sanitary standards leads to the risk of microbiological infection. Microbial damage results in a short hand shelf life of the meat products as the color and flavor rapidly deteriorate. A more serious threat is posed by pathogenic organisms, may cause outbreaks of food poisoning.

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Before writing a paragraph, it is important to think first about the topic and then what you want to say about the topic. Most often, the topic is easy, but the question then turns to what you want to say about the topic. This concept is sometimes known as the controlling idea. Strong paragraphs are typically about one main idea or topic, which is often explicitly stated in a topic sentence. Good topic sentences should always contain both topic and a controlling idea.

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**Question 02**

**(20 marks)**

Read the following two texts and give the meaning of the words in bold print as they appear in the texts.

**A.**

Black holes are perhaps the most **mysterious** objects in the universe. They are regions of space so warped by gravity that not even light can **escape**. They surround objects of **apparently** infinite density called gravitational singularities – where the laws of physics, as we know them, break down. To ‘see’ a black hole might seem an **impossibility**, but the region just outside the edge, or event horizon, of the black hole is actually incredibly bright. Matter falling into a black hole gets heated, through some poorly understood **mechanism**, to millions of degrees Celsius. This makes the biggest ones – such as the supermassive black holes at the centre of galaxies – among the brightest objects in the universe.

- i. mysterious .....
- ii. escape .....
- iii. apparently .....
- iv. impossibility .....
- v. mechanism .....

The instability created in Europe by the First World War (1914-18) set the stage for another international **conflict** World War II which broke out two decades later and would prove even more **devastating**. Rising to power in an economically and politically unstable Germany, Adolf Hitler and his National Socialist (Nazi Party) rearmed the nation and signed strategic **treaties** with Italy and Japan to further his ambitions of world domination. Hitler’s **inyasion** of Poland in September 1939 drove Great Britain and France to declare war on Germany, and World War II had begun. Over the next six years, the conflict would take more lives and destroy more land and property around the globe than any previous war. Among the **estimated** 45-60 million people

killed were 6 million Jews murdered in Nazi concentration camps as part of Hitler's diabolical "Final Solution," now known as the Holocaust.

- i. devastating .....
- ii. conflict .....
- iii. invasion .....
- iv. treaties .....
- v. estimated .....

**Question 03**

**(30 marks)**

Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details.

A.

We didn't always live on Mango Street. Before that we lived on Loomis on the third floor, and before that we lived on Keeler. Before Keeler it was Paulina, and before that I can't remember. But what I remember most is moving a lot. Each time it seemed there'd be one more of us. By the time we got to Mango Street we were six: Mama, Papa, Carlos, Kiki, my sister Nenny and me. The house on Mango Street is ours, and we don't have to pay rent to anybody, or share the yard with the people downstairs, or be careful not to make too much noise, and there isn't a landlord banging on the ceiling with a broom. But even so, it's not the house we'd thought we'd get.

We had to leave the flat on Loomis quick. The water pipes broke and the landlord wouldn't fix them because the house was too old. We had to leave fast. We were using the washroom next door and carrying water over in empty milk gallons. That's why Mama and Papa looked for a new house and that's why we moved into the house on Mango Street.

What inferences can you make about the narrator and the family based on this passage? Support your answer with evidence from the text. Use about 75 words. (15 marks)

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B.

The neighbors sometimes talked of certain "better days" that little Mrs. Sommers had known before she had ever thought of being Mrs. Sommers. She herself indulged in no such morbid retrospection. She had no time, no second of time to devote to the past. The needs of the present absorbed her every faculty. A vision of the future like some dim, gaunt monster sometimes appalled her, but luckily tomorrow never comes.

Mrs. Sommers was one who knew the value of bargains; who could stand for hours making her way inch by inch toward the desired object that was selling below cost. She could elbow her way if need be; she had learned to clutch a piece of goods and hold it and stick to it with persistence and determination till her turn came to be served, no matter when it came.

But that day she was a little faint and tired. She had swallowed a light luncheon--no! when she came to think of it, between getting the children fed and the place righted, and preparing herself for the shopping bout, she had actually forgotten to eat any luncheon at all!

What inferences can be made of Mrs. Sommers.? Use about 50-75 words. (15 marks)

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## Question 04

(25 marks)

Read the following text and answer the questions given below.

Concussions are brain injuries that occur when a person receives a blow to the head, face, or neck. Although most people who suffer a concussion, experience initial bouts of dizziness, nausea, and drowsiness, these symptoms often disappear after a few days. The long-term effects of concussions, however, are less understood and far more severe. Recent studies suggest that people who suffer multiple concussions are at significant risk for developing chronic traumatic encephalopathy (CTE), a degenerative brain disorder that causes a variety of dangerous mental and emotional problems to arise weeks, months, or even years after the initial injury. These psychological problems can include depression, anxiety, memory loss, inability to concentrate, and aggression. In extreme cases, people suffering from CTE have even committed suicide or homicide. The majority of people who develop these issues are athletes who participate in popular high-impact sports, especially football. Although new sports regulations and improvements in helmet technology can help protect players, amateur leagues, the sports media, and fans all bear some of the responsibility for reducing the incidence of these devastating injuries.

Improvements in diagnostic technology have provided substantial evidence to link severe and often fatal psychological disorders to the head injuries that players receive while on the field. Recent autopsies performed on the brains of football players who have committed suicide have shown advanced cases of CTE in every single victim. In response to the growing understanding of this danger, the National Football League (NFL) has revised its safety regulations. Players who have suffered a head injury on the field must undergo a “concussion sideline assessment” a series of mental and physical fitness tests before being allowed back in the game. In an effort to diminish the amount of head and neck injuries on the field, NFL officials began enforcing stricter penalty calls for helmet-to-helmet contact, leading with the head, and hitting a defenseless player. Furthermore, as of 2010, if a player’s helmet is accidentally wrenched from his head during play, the ball is immediately whistled dead. It is hoped that these new regulations, coupled with advances in helmet design, will reduce the number of concussions, and thus curb further cases of CTE.

Efforts by the NFL and other professional sports leagues are certainly laudable; we should commend every attempt to protect the mental and physical health of players. However, new regulations at the professional level cannot protect amateur players, especially young people. Fatal cases of CTE have been reported in victims as young as 21. Proper tackling form using the arms and shoulders to aim for a player’s midsection should be taught at an early age. Youth, high school, and college leagues should also adopt safety rules even more stringent than those of the NFL. Furthermore, young athletes should be educated about the serious dangers of head injuries at an early age.

Perhaps the most important factor in reducing the number of traumatic brain injuries, however, lies not with the players, the coaches, or the administrators, but with the media and fans. Sports media producers have become accustomed to showcasing the most aggressive tackles and the most intense plays. NFL broadcasts often replay especially violent collisions while the commentators marvel at the players’ physical prowess. Some sports highlights television programs even feature weekly countdowns of the “hardest hits.” When the media exalts such

dangerous behavior, professionals are rewarded for injuring each other on the field and amateurs become more likely to try to imitate their favorite NFL athletes. Announcers, commentators, television producers, and sportswriters should engage in a collective effort to cease glorifying brutal plays. In turn, fans should stop expecting their favorite players to put their lives on the line for the purposes of entertainment. Players must not be encouraged to trade their careers, their health, their happiness, and even their lives for the sake of a game.

1. Based on information in the passage, it can be inferred that all of the following statements are true except (3 marks)

- a) tackling is not always dangerous; however, players who use improper tackling form may injure others
- b) scientists have established a definitive link between players who die untimely deaths and the onset of CTE
- c) NFL officials have done little to address the problem of CTE
- d) athletes who are praised for exceptionally brutal hits are likely to continue engaging in such dangerous behavior
- e) the NFL has done more to mitigate future cases of CTE than youth, high school, or college leagues have done

2. According to the passage, what factors contribute(s) to the incidence of CTE in amateur players? (4 marks)

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3. What are the safety regulations that were revised by the National Football League (NFL) to prevent the injuries on the field? (6 marks)

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4. Write down the proposed safety measures to ensure the safety of the amateur players? (3 marks)

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5. In describing the sports media, the author emphasizes its (2 marks)

- a) responsibility
- b) entertainment value
- c) senselessness
- d) danger
- e) sensationalism

6. According to the passage, with whom does the most significant role in reducing the brain injuries lie? (2 marks)

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7. How does media promote aggression and violence on the field? (5 marks)

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-----*END OF THE QUESTION PAPER*-----

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Faculty	Department / Section/Division
Management, Humanities and Social Sciences	Education and Languages

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE COURSE CODE: LC – 0845
MID SEMESTER EXAMINATION QUESTION PAPER YEAR I – SEMESTER I INTRODUCTION TO ENGLISH LITERATURE – ELIT 1101

INSTRUCTIONS TO CANDIDATES	Date: 2018.08.27
Answer all questions in <u>Part I</u> and <u>one</u> question each in <u>Drama, Poetry and Short Stories</u> from <u>Part II</u> .	Duration of the examination = 01 ½ hours
Candidates could be disqualified if you violate examination rules.	Total marks = 60
	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.

❖ Answer all questions in Part I and one question each in Drama, Poetry and Short Stories from Part II

### Part I

#### Question 01

Read the extracts given below and comment on their significance in relation to the texts they have been extracted from. You may discuss poetic techniques, characterization, author and any other point/s you think are relevant. (5 x 3 = 15 marks)

#### Extract 01

“In every cry of every man,  
In every Infant’s cry of fear,  
In every voice, in every ban,  
The mind-forg’d manacles I hear:”

#### Extract 02

“I shall be waiting for you under the green elm  
I shall be waiting for you under the bare elm  
I shall wait until the last soldier has returned  
And longer”

#### Extract 03

So the Swallow flew over the great city, and saw the rich making merry in their beautiful houses, while the beggars were sitting at the gates.



## Part II

### Drama

#### **Question 02**

(15 marks)

- a) "Power corrupts, absolute power corrupts absolutely." Write an essay to support this statement with reference to the first and second acts of "*The Caucasian Chalk Circle*".

OR

- b) Discuss, in not less than 175 words, about the importance of the prologue for the development of the play, "*The Caucasian Chalk Circle*".

### Poetry

#### **Question 03**

(15 marks)

- a) "*The Man He Killed* is about the futility of war" Do you agree? Why?

OR

- b) "Daffodils are used by Robert Herrick and William Wordsworth in their poetry for different purposes." Discuss.

### Short Stories

#### **Question 04**

(15 marks)

- a) In Hemmingway's short story, the old man and the soldier are symbolic characters. Comment. Give examples from the text.

OR

- b) In the short story "The Happy Prince," Oscar Wilde deals with the theme of happiness. Discuss.

-----END OF THE QUESTION PAPER-----



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 Winner - Sri Lanka National Quality Award 1999 – 2004 – 2009 – 2014  
 Approved for Quality Management System

Faculty	Department / Section/Division
Management, Humanities and Social Sciences	Education and Languages
EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE	
COURSE CODE: LC – 0845	
MID SEMESTER EXAMINATION QUESTION PAPER	
YEAR I – SEMESTER I	
BASIC CONCEPTS IN ENGLISH LANGUAGE TEACHING – TESL 1101	

INSTRUCTIONS TO CANDIDATES	
Candidates are required to answer <b>any three (03)</b> Questions.	Duration of the examination = 1 ½ hours
Each question carries 20 marks.	Date: 2018.08.27
Read the questions carefully and answer to the point. Write what you are asked to write and not what you want to write	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.
	Candidates could be disqualified if you violate examination rules.

Total marks= 60

Weightage= 20%

Answer **three** questions only.

Select at least **one** question from SECTION A and one question from SECTION B.

### SECTION A

#### QUESTION 01.

(20 marks )

“Questioning is a very effective teaching technique.” (Colvin, 1993)

- What are the four categories of questions stated by Aggarwal (1996)? (05 marks)
- What are the main strategies of questioning ? (05 marks)
- According to Costa’s classification, what are the three levels of questions to be used in classroom instruction ? (05 marks)
- Write a short note on types of questions used in the language classroom . (05 marks)

#### QUESTION 02.

(20 marks)

“If the teacher is skilled in using the blackboard/whiteboard effectively, he/she can enhance teaching and learning in the language classroom.” Discuss.

## SECTION B

### QUESTION 03

(20 marks)

Compare and contrast Braj Kachru's Concentric Circles Model of World Englishes with Modiano's Centripetal Circles of International English.

### QUESTION 04

(20 marks)

Define the following terminology.

- 1) English as an International Language
- 2) TESOL
- 3) English as a first language
- 4) English as a second language
- 5) Phonetics
- 6) Phonology
- 7) Morphology
- 8) Syntax
- 9) Semantics
- 10) Pragmatics

### QUESTION 05

(20 marks)

"Of all the hard jobs around, one of the hardest is being a good teacher" (Maggie Gallagher). Discuss the characteristics of a good teacher with reference to the above statement.

### QUESTION 06

(20 marks)

- a) Describe the three teacher response styles based on Canter & Canter (2002). (05 marks)
- b) Analyze the classroom management styles used by the teachers in the following **three** illustrations.

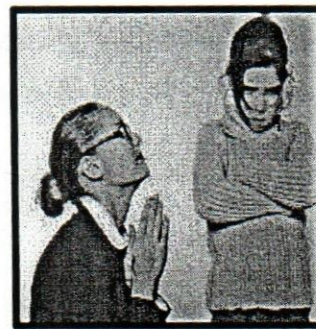
I. (05 marks)



II. (05 marks)



III. (05 marks)



-----END OF THE QUESTION PAPER-----

Library

35



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EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE  
 COURSE CODE: LC - 0845

END SEMESTER EXAMINATION QUESTION PAPER

YEAR I - SEMESTER I

READING COMPREHENSION - ELAN 1102

Faculty	Department / Section/Division
Management, Humanities and Social Sciences	Education and Languages

<b>INSTRUCTIONS TO CANDIDATES</b>	Date: 2018.08.26
Candidates are required to answer all Questions.	Duration of the examination = 03 hours
Answers should be written on this paper itself.	Candidates could be disqualified if you violate examination rules.
	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.

INDEX NUMBER: .....

For Office Use Only

Question No:	1	2	3	4	5	Total Marks 100%	60%	Signature
For Scrutinizer's Use Only (marks)								
For Moderator's Use Only (marks)								

This paper consists of five questions.

Answer ALL Questions.

Answers should be written on this paper itself.

Marks will be deducted for careless writing and grammatical/spelling/punctuation errors.

**Question 01**

**(30 marks)**

A) Read the following poem and answer the questions given below it.

Age comes to my father as a slow  
 slipping: the leg that weakens, will  
 barely support him, the curtain of mist  
 that falls over one eye. Years, like  
 pickpockets, lift his concentration,  
 memory, fine sense of direction. The car,  
 as he drives, drifts from lane to lane  
 like a raft on a river, speeds and slows



**B) Read the following text and answer the question given below it.**

When Shakespeare died, in 1616, great literary productions attributed to him as author had been before the London world and in high favour for twenty-four years. Yet his death was not an event. It made no stir, it attracted no attention. Apparently, his eminent literary contemporaries did not realize that a celebrated poet had passed away from their midst. Perhaps they knew a play-actor of minor rank had disappeared, but did not regard him as the author of his Works. "We are justified in assuming" this.

His death was not even an event in the little town of Stratford. Does this mean that in Stratford he was not regarded as a celebrity of any kind?

"We are privileged to assume" – no, we are indeed *obliged* to assume – that such was the case. He had spent the first twenty-two or twenty-three years of his life there, and of course knew everybody and was known by everybody of that day in the town, including the dogs and the cats and the horses. He had spent the last five or six years of his life there, diligently trading in every big and little thing that had money in it; so we are compelled to assume that many of the folk there in those said latter days knew him personally, and the rest by sight and hearsay. But not as a *celebrity*? apparently not.

According to this text, what is the writer's intention? (5 marks)

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**C) Read the following part of the text and answer the question given below it.**

The small locomotive engine, Number 4, came clanking, stumbling down from Selston, with seven full wagons. It appeared around the corner with loud threats of speed, but the colt that it startled from among the gorse, which flickered indistinctly in the raw afternoon, outdistanced it at a canter. A woman walking up the railway line to Underwood drew back into the hedge, held her basket aside, and watched the footplate of the engine advancing. The trucks thumped heavily past, one by one, with slow inevitable movement, as she stood insignificantly trapped between the jolting black wagons and the hedge; then they curved away towards the coppice where the withered oak leaves dropped noiselessly while the birds, pulling at the scarlet hips beside the track, made off into the dusk that had already crept into the spinney. In the open, the smoke from the engine sank and claved to the rough grass.

According to this part of the text, the small locomotive engine intrudes into a comparatively rural setting. Draw on possible inferences and explain what issue the writer is most likely to bring out in the rest of the text. (5 marks)

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**Question 02****(20 Marks)**

**Compare and contrast the following two texts, paying attention to setting, imagery, language, contents or any other aspects of the passages that you consider worthy of discussion.**

Text A

In Flanders fields the poppies blow  
Between the crosses, row on row  
That mark our place; and in the sky  
The larks, still bravely singing, fly  
Scarce heard amid the guns below.

We are the Dead. Short days ago,  
We lived, felt dawn, saw sunset glow,  
Loved and were loved, and now we lie  
In Flanders fields.

Take up our quarrel with the foe:  
To you from failing hands we throw  
The torch; be yours to hold it high.

If ye break faith with us who die  
We shall not sleep, though poppies grow  
In Flanders fields.

*John McCrea*

Text B

The Outpost Trench was about 200 yards from the main trench, which was now our front line. It had been solidly made, ten feet deep, with timbered fire-steps, splayed sides, and timbered steps at intervals to front and rear and to machine-gun emplacements. Now it was wrecked as though by earthquake and eruption. Concrete strong-posts were smashed, and tilted sideways; everywhere the chalky soil was pocked and pitted with huge shell-holes. Shell-twisted and dismembered, the Germans maintained the violent attitudes in which they had died. The British had mostly been killed by bullets or bombs, so they looked more resigned.

But I can remember a pair of hands (nationality unknown) which protruded from the soaked ashen soil like the roots of a tree turned upside down; one hand seemed to be pointing at the sky with an accusing gesture. Each time I passed that place the protest of those fingers became more expressive of an appeal to God in defiance of those who made the War. Who made the War? I laughed hysterically as the thought passed through my mud-stained mind. But I only laughed mentally, for my box of Stokes gun ammunition left me no breath to spare for an angry guffaw. And the dead were the dead; this was no time to be pitying them or asking silly questions about their outraged lives. Such sights must be taken for granted, I thought, as I gasped and slithered and stumbled with my disconsolate crew. Floating on the surface of the flooded trench was the mask of a human face which had detached itself from the skull.

*From Memoirs of an Infantry Officer by Siegfried Sassoon*

**Question 03**

**(20 marks)**

**Read the following text and answer the questions given below it.**

"Old woman," grumbled the burly white man who had just heard Sojourner Truth speak, "do you think your talk about slavery does any good? I don't care any more for your talk than I do for the bite of a flea."

The tall, imposing black woman turned her piercing eyes on him. "Perhaps not," she answered, "but I'll keep you scratching."

The little incident in 1840 sums up all that Sojourner Truth was: utterly dedicated to spreading her message, afraid of no one, and both forceful and witty in speech.

Yet 40 years earlier, who could have suspected that a spindly slave girl born in a damp cellar in upstate New York would become one of the most remarkable women in American history? Her name then was Isabella Baumfree, and by the time she was 14 years old she had seen both parents die of cold and hunger. She herself had been sold several times. By 1827, when New York freed its slaves, she had married and given birth to four children.

The first hint of Isabella's fighting spirit came soon afterwards, when her youngest son was illegally seized and sold. She marched to the courthouse and badgered officials until her son was returned to her.

In 1843, inspired by religion, she changed her name to Sojourner (meaning "one who stays briefly") Truth and, with only pennies in her purse, set out to preach against slavery. From New England to Minnesota she trekked, gaining a reputation for her plain but powerful and moving words. Incredibly, despite being black and female (only white males were expected to be public speakers), she drew thousands to town halls, tents, and churches to hear her powerful, deep-voiced pleas on equality for blacks-and for women. Often she had to face threatening hoodlums. Once she stood before armed bullies and sang a hymn to them. Awed by her courage and her commanding presence, they sheepishly retreated.

During the Civil War she cared for homeless ex-slaves in Washington, D.C. President Lincoln invited her to the White House to bestow praise on her. Later, she petitioned Congress to help former slaves get land in the West. Even in her old age, she forced the city of Washington, D.C. to integrate its trolley cars so that black and white passengers could ride together.

Shortly before her death at the age of 86, she was asked what kept her going. "I think of the great things," replied Sojourner.

i) Why did the white man mentioned here speak to her in that way? (3 marks)

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ii) Why did she change her name? (2 marks)

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iii) Where was Sojourner Truth raised? (2 marks)

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iv) Was she satisfied of her life? Why? (3 marks)

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v) In which year did she die? (2 marks)

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vi) What did she preach against? (3 marks)

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vii) On what grounds do you consider that her public speeches reflect her courage?  
 (3 marks)

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viii) The writer mentions an incident where her youngest son was illegally seized. Was he returned to her at the end? Give reasons for your answer. (2 marks)

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#### Question 04

(10 Marks)

**Read the following part of the book review and answer the questions given below.**

It has sometimes happened to a creative writer that what would ordinarily be considered a misfortune has turned out to be a source of fertility, indeed a blessing, for his or her art. So it was with Dickens when, at the age of twelve, his father was imprisoned for debt, and he himself was separated from his family and sent to work in a blacking warehouse. There is no doubt that in the months the young Dickens spent in the warehouse, he was in absolute misery; as an adult he still felt that experience to be shameful and painful secret that he couldn't bring himself to disclose even to his wife and children. Yet, the seeming paradox is that he returned to that childhood over and over again in his art.

Moreover, when Dickens was meditating or writing a new novel, he felt a psychological compulsion to go out and walk the night-time streets of London – those same streets he had roamed as a lonely and unhappy boy. It was as if he knew in some intuitive way that the memories of that time of his life were the hidden source of his creativity.

When Tissa Abeysekera was a child, till then brought up by his upper middle-class comfort, his father's business went smash and the family was plunged into straitened circumstances and pushed many steps down the social ladder. In his novel, 'Bringing Tony Home', Tissa makes his narrator speak only obliquely of this catastrophe: '.... disaster struck in the form of a financial implosion – now that's another story.'

But in the usual structure of the novel – 'a story in three movements', as Tissa subtitles it – the adult narrator's sitting of a film in the places he knew as a child dredges up the memory of an episode of his childhood 40 years back in time. That episode, the abandonment of a dog, consequent on the family's move to half a house and the boy's effort to recover it, form the innermost heart of the novel. In the third and last movement the narrator visits the places he

knew as a child to find not only the physical landscapes but also a whole way of life irretrievably changed. Much more has been lost than a dog.

i) Why does the reviewer mention about Charles Dickens at the beginning of the review? (5 marks)

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ii) Explain briefly what the reviewer has included in this part of the review. (5 marks)

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**Question 05** **(20 marks)**

Read the passage and answer the questions given below.

It was reported that President Maithripala Sirisena’s proposal to implement the death penalty to drug traffickers, put to the Cabinet of Ministers last week was received with almost **unanimous** applause by the ministers. The sole exception was Finance and Mass Media Minister Mangala Samaraweera, who openly stated he was principally opposed to the death penalty.

The death penalty can be considered as a pre-meditated and cold-blooded killing of a human being by the State, in the name of justice. It violates the right to life as **proclaimed** in the Universal Declaration of Human Rights (UDHR).

At the end of 2017, 106 countries (a majority of the world’s states) had **abolished** the death penalty in law for all crimes and 142 countries (more than two-thirds) had abolished the death penalty in law or practice. Most executions took place in China, Iran, Saudi Arabia, Iraq and Pakistan – in that order.

Objectives of punishing criminals are three-fold: **deterrence**, retribution and rehabilitation. While death penalty, the ultimate cruel, inhuman, degrading punishment, does not result in retribution and rehabilitation, its supporters argue of its deterrent effect.

The death penalty does not have a deterrent factor. It does not decrease crime. States with the death penalty in the USA do not have lower **homicide** rates. Nowhere has death penalty been shown to have any special powers to deter crime. On the contrary, it diverts attention from a real solution that is efficient, prompt and comprehensive crime investigation followed by quick and effective **prosecution**.

How many are sentenced to death in the United States for crimes they did not commit? The result of a new study released a few days ago believes the figure is 1 in every 25 (4%).

There are many documented cases on innocent men and women being executed.

One was that of Timothy Evans, who was executed in March 1950 in England for murdering a woman. Three years later, another man, John Christie, admitted responsibility for killing six women, including the woman that Evans purportedly killed!

In February 1994, authorities in Russia executed serial killer Andrei Chikatilo for the highly publicised murders of 52 people. The authorities acknowledged that they had previously executed the "wrong man," Alexander Kravchenko, for one of the murders in their desire 'to stop the killings quickly.'

It has been documented that in a period of 10 years, the DNA profiling tests have provided stone-cold proof that 69 people who were sent to prison and death row in the US did not commit the alleged crime!

i) What has prompted the writer to write this article? (2 marks)

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ii) What is the writer's intention in writing this article? (2 marks)

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iii) Why does the writer mention about the case of Timothy Evans? (2 marks)

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iv) Write two points presented by the writer to support his main argument? (2 marks)

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v) Give the meanings of the words in bold print, using your own words. (12 marks)

a) unanimous .....

b) proclaimed .....

c) abolished .....

d) deterrence .....

e) homicide .....

f) prosecution .....

*-End of the question paper-*



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EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE  
 COURSE CODE: LC - 0845



END SEMESTER EXAMINATION QUESTION PAPER

YEAR I - SEMESTER I

READING COMPREHENSION - ELAN 1102

Faculty	Department / Section/Division
Management, Humanities and Social Sciences	Education and Languages

<b>INSTRUCTIONS TO CANDIDATES</b>	Date: 2018.08.26
Candidates are required to answer all Questions.	Duration of the examination = 03 hours
Answers should be written on this paper itself.	Candidates could be disqualified if you violate examination rules.
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INDEX NUMBER: .....

For Office Use Only

Question No:	1	2	3	4	5	Total Marks 100%	60%	Signature
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For Moderator's Use Only (marks)								

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Answer ALL Questions.

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 as he drives, drifts from lane to lane  
 like a raft on a river, speeds and slows



CINE

**B) Read the following text and answer the question given below it.**

When Shakespeare died, in 1616, great literary productions attributed to him as author had been before the London world and in high favour for twenty-four years. Yet his death was not an event. It made no stir, it attracted no attention. Apparently, his eminent literary contemporaries did not realize that a celebrated poet had passed away from their midst. Perhaps they knew a play-actor of minor rank had disappeared, but did not regard him as the author of his Works. "We are justified in assuming" this.

His death was not even an event in the little town of Stratford. Does this mean that in Stratford he was not regarded as a celebrity of any kind?

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Between the crosses, row on row  
That mark our place; and in the sky  
The larks, still bravely singing, fly  
Scarce heard amid the guns below.

We are the Dead. Short days ago,  
We lived, felt dawn, saw sunset glow,  
Loved and were loved, and now we lie  
In Flanders fields.

Take up our quarrel with the foe:  
To you from failing hands we throw  
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*John McCrea*

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The Outpost Trench was about 200 yards from the main trench, which was now our front line. It had been solidly made, ten feet deep, with timbered fire-steps, splayed sides, and timbered steps at intervals to front and rear and to machine-gun emplacements. Now it was wrecked as though by earthquake and eruption. Concrete strong-posts were smashed, and tilted sideways; everywhere the chalky soil was pocked and pitted with huge shell-holes. Shell-twisted and dismembered, the Germans maintained the violent attitudes in which they had died. The British had mostly been killed by bullets or bombs, so they looked more resigned.

But I can remember a pair of hands (nationality unknown) which protruded from the soaked ashen soil like the roots of a tree turned upside down; one hand seemed to be pointing at the sky with an accusing gesture. Each time I passed that place the protest of those fingers became more expressive of an appeal to God in defiance of those who made the War. Who made the War? I laughed hysterically as the thought passed through my mud-stained mind. But I only laughed mentally, for my box of Stokes gun ammunition left me no breath to spare for an angry guffaw. And the dead were the dead; this was no time to be pitying them or asking silly questions about their outraged lives. Such sights must be taken for granted, I thought, as I gasped and slithered and stumbled with my disconsolate crew. Floating on the surface of the flooded trench was the mask of a human face which had detached itself from the skull.

*From Memoirs of an Infantry Officer by Siegfried Sassoon*

**Question 03**

**(20 marks)**

**Read the following text and answer the questions given below it.**

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The little incident in 1840 sums up all that Sojourner Truth was: utterly dedicated to spreading her message, afraid of no one, and both forceful and witty in speech.

Yet 40 years earlier, who could have suspected that a spindly slave girl born in a damp cellar in upstate New York would become one of the most remarkable women in American history? Her name then was Isabella Baumfree, and by the time she was 14 years old she had seen both parents die of cold and hunger. She herself had been sold several times. By 1827, when New York freed its slaves, she had married and given birth to four children.

The first hint of Isabella's fighting spirit came soon afterwards, when her youngest son was illegally seized and sold. She marched to the courthouse and badgered officials until her son was returned to her.

In 1843, inspired by religion, she changed her name to Sojourner (meaning "one who stays briefly") Truth and, with only pennies in her purse, set out to preach against slavery. From New England to Minnesota she trekked, gaining a reputation for her plain but powerful and moving words. Incredibly, despite being black and female (only white males were expected to be public speakers), she drew thousands to town halls, tents, and churches to hear her powerful, deep-voiced pleas on equality for blacks-and for women. Often she had to face threatening hoodlums. Once she stood before armed bullies and sang a hymn to them. Awed by her courage and her commanding presence, they sheepishly retreated.

During the Civil War she cared for homeless ex-slaves in Washington, D.C. President Lincoln invited her to the White House to bestow praise on her. Later, she petitioned Congress to help former slaves get land in the West. Even in her old age, she forced the city of Washington, D.C. to integrate its trolley cars so that black and white passengers could ride together.

Shortly before her death at the age of 86, she was asked what kept her going. "I think of the great things," replied Sojourner.

i) Why did the white man mentioned here speak to her in that way? (3 marks)

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ii) Why did she change her name? (2 marks)

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iii) Where was Sojourner Truth raised? (2 marks)

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iv) Was she satisfied of her life? Why? (3 marks)

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72

v) In which year did she die? (2 marks)

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vi) What did she preach against? (3 marks)

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vii) On what grounds do you consider that her public speeches reflect her courage?  
(3 marks)

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viii) The writer mentions an incident where her youngest son was illegally seized. Was he returned to her at the end? Give reasons for your answer. (2 marks)

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#### Question 04

(10 Marks)

**Read the following part of the book review and answer the questions given below.**

It has sometimes happened to a creative writer that what would ordinarily be considered a misfortune has turned out to be a source of fertility, indeed a blessing, for his or her art. So it was with Dickens when, at the age of twelve, his father was imprisoned for debt, and he himself was separated from his family and sent to work in a blacking warehouse. There is no doubt that in the months the young Dickens spent in the warehouse, he was in absolute misery; as an adult he still felt that experience to be shameful and painful secret that he couldn't bring himself to disclose even to his wife and children. Yet, the seeming paradox is that he returned to that childhood over and over again in his art.

Moreover, when Dickens was meditating or writing a new novel, he felt a psychological compulsion to go out and walk the night-time streets of London – those same streets he had roamed as a lonely and unhappy boy. It was as if he knew in some intuitive way that the memories of that time of his life were the hidden source of his creativity.

When Tissa Abeysekera was a child, till then brought up by his upper middle-class comfort, his father's business went smash and the family was plunged into straitened circumstances and pushed many steps down the social ladder. In his novel, 'Bringing Tony Home', Tissa makes his narrator speak only obliquely of this catastrophe: '.... disaster struck in the form of a financial implosion – now that's another story.'

But in the usual structure of the novel – 'a story in three movements', as Tissa subtitles it – the adult narrator's sitting of a film in the places he knew as a child dredges up the memory of an episode of his childhood 40 years back in time. That episode, the abandonment of a dog, consequent on the family's move to half a house and the boy's effort to recover it, form the innermost heart of the novel. In the third and last movement the narrator visits the places he

knew as a child to find not only the physical landscapes but also a whole way of life irretrievably changed. Much more has been lost than a dog.

i) Why does the reviewer mention about Charles Dickens at the beginning of the review? (5 marks)

.....

.....

.....

.....

.....

.....

.....

ii) Explain briefly what the reviewer has included in this part of the review. (5 marks)

.....

.....

.....

.....

.....

.....

.....

**Question 05**

**(20 marks)**

**Read the passage and answer the questions given below.**

It was reported that President Maithripala Sirisena’s proposal to implement the death penalty to drug traffickers, put to the Cabinet of Ministers last week was received with almost **unanimous** applause by the ministers. The sole exception was Finance and Mass Media Minister Mangala Samaraweera, who openly stated he was principally opposed to the death penalty.

The death penalty can be considered as a pre-meditated and cold-blooded killing of a human being by the State, in the name of justice. It violates the right to life as **proclaimed** in the Universal Declaration of Human Rights (UDHR).

At the end of 2017, 106 countries (a majority of the world’s states) had **abolished** the death penalty in law for all crimes and 142 countries (more than two-thirds) had abolished the death penalty in law or practice. Most executions took place in China, Iran, Saudi Arabia, Iraq and Pakistan – in that order.

Objectives of punishing criminals are three-fold: **deterrence**, retribution and rehabilitation. While death penalty, the ultimate cruel, inhuman, degrading punishment, does not result in retribution and rehabilitation, its supporters argue of its deterrent effect.

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The death penalty does not have a deterrent factor. It does not decrease crime. States with the death penalty in the USA do not have lower **homicide** rates. Nowhere has death penalty been shown to have any special powers to deter crime. On the contrary, it diverts attention from a real solution that is efficient, prompt and comprehensive crime investigation followed by quick and effective **prosecution**.

How many are sentenced to death in the United States for crimes they did not commit? The result of a new study released a few days ago believes the figure is 1 in every 25 (4%).

There are many documented cases on innocent men and women being executed.

One was that of Timothy Evans, who was executed in March 1950 in England for murdering a woman. Three years later, another man, John Christie, admitted responsibility for killing six women, including the woman that Evans purportedly killed!

In February 1994, authorities in Russia executed serial killer Andrei Chikatilo for the highly publicised murders of 52 people. The authorities acknowledged that they had previously executed the "wrong man," Alexander Kravchenko, for one of the murders in their desire 'to stop the killings quickly.'

It has been documented that in a period of 10 years, the DNA profiling tests have provided stone-cold proof that 69 people who were sent to prison and death row in the US did not commit the alleged crime!

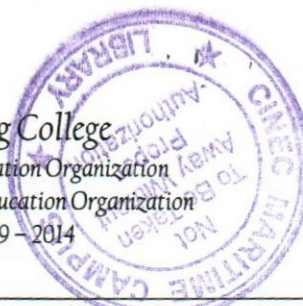
- i) What has prompted the writer to write this article? (2 marks)  
.....  
.....
- ii) What is the writer's intention in writing this article? (2 marks)  
.....  
.....
- iii) Why does the writer mention about the case of Timothy Evans? (2 marks)  
.....  
.....
- iv) Write two points presented by the writer to support his main argument? (2 marks)  
.....  
.....
- v) Give the meanings of the words in bold print, using your own words. (12 marks)
  - a) unanimous .....
  - b) proclaimed .....
  - c) abolished .....
  - d) deterrence .....
  - e) homicide .....
  - f) prosecution .....

*-End of the question paper-*



## Colombo International Nautical and Engineering College

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Faculty	Department / Section / Division
Management, Humanities and Social Sciences	Education and Languages

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE COURSE CODE: LC - 0845 MID SEMESTER EXAMINATION QUESTION PAPER YEAR I - SEMESTER I INTRODUCTION TO ENGLISH LITERATURE - ELIT 1101
--

INSTRUCTIONS TO CANDIDATES	Date: 2018.05.20
Answer all questions in <u>Part I</u> and <u>one</u> question each in <u>Poetry, Drama and Short Stories</u> from <u>Part II</u> .	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.
Candidates could be disqualified if you violate examination rules.	Total marks = 60
	Duration of the examination = 01 ½ hours

- ❖ **Answer all questions in Part I and one question each in Poetry, Drama and Short Stories from Part II**

### Part I

#### Question 01

Read the extracts given below and comment on their significance in relation to the texts they have been extracted from. You may discuss poetic techniques, characterization, author and any other point/s you think are relevant. (5 x 3 = 15 marks)

#### **Extract -1**

"I hear lake water lapping with low sounds by the shore;  
 While I stand on the roadway, or on the pavements grey,  
 I hear it in the deep heart's core."

#### **Extract -2**

'...And the goose was plucked and toasted  
 But the goose was not eaten this time  
 And noon was no longer the hour to eat:  
 Noon was the hour to die."

#### **Extract -3**

"I am without politics" he said "I am seventy-six years old. I have come twelve kilometers ..."

## Part II

### Question 02

#### ❖ Poetry

Answer only ONE question from this section.

"The poem *You are old, Father William* by Lewis Carroll is structured in a unique way." Describe, in short, how effective it is and both the literal and metaphorical meanings of the poem.

or

"*The Eagle* by Alfred Lord Tennyson and *Homecoming* by Langston Hughes comprise multiple interpretations" Substantiate this statement.

or

"John Donne, in his poem, *Death be not proud* convinces his idea to the reader in a logical and argumentative way." Discuss.

### Question 03

#### ❖ Drama

Answer only ONE question from this section.

"The bond between Grusha and Simon is a contrast portrayal to that of Georgi Abashwili and Natella in *The Caucasian Chalk Circle*." Comment.

or

"The social setting of the drama, *The Caucasian Chalk Circle* including its prologue is *corrupt* and *immoral*." Do you agree? Why?

### Question 04

#### ❖ Short Stories

Answer only ONE question from this section.

"The short story, *Eveline* is a psychological analysis of a young girl in a crisis." Comment

Or

"Oscar Wilde's short story "The Happy Prince" is centered around the theme of sacrifice." Discuss this statement in relation to the two protagonists of the short story. Give examples from the text.

(15 x 3 = 45 marks)

-----END OF THE QUESTION PAPER-----



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Faculty	Department / Section/Division
Management, Humanities and Social Sciences	Education and Languages

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE COURSE CODE: LC – 0845
MID SEMESTER EXAMINATION QUESTION PAPER YEAR I – SEMESTER I
INTRODUCTION TO ACADEMIC WRITING IN ENGLISH (WRITING SKILLS) – ELAN 1103

INSTRUCTIONS TO CANDIDATES	Date: 2018.05.20
Answer <u>all</u> questions.	Duration of the examination = 01 ½ hours
Candidates could be disqualified if you violate examination rules.	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.
	Total marks = 20

❖ Answer all questions.

## Question 01

Rewrite each of the following paragraphs inserting punctuation marks (comma, colon or semicolon) where necessary. (07 marks)

- I. Forager bees display a remarkable system of communicating the location of a food source to other bees in their hive. When a food source has been discovered the forager flies back to the hive and communicates information about it by performing special movements which humans call dancing before other members of the hive. Dancing conveys information about the location of the food source its quality and its distance from the hive.
- II. At its graduation ceremony of 2005 Steve Jobs CEO of Apple Computers offered some advice to new graduates of Stanford University. After telling the students that he had dropped out of college he talked about taking a calligraphy class in which he learned about different typefaces and fonts. He said that if he had not dropped out he wouldn't have taken the class and personal computers wouldn't look the way they do. Here is the advice he offered "You can't connect the dots looking forward; you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future. You have to trust in something - your gut, destiny, life, karma, whatever."

- III. Three ministers are expected to attend the opening ceremony of the new CINEC building to be held next week Mr. Akila Viraj Kariyawasam Minister of Education Mr. Vijayadasa Rajapaksha Minister of Higher Education Mr. Champika Ranawaka Minister of Megapolis and Western Development.

### Question 02

Revise each of the following sentences to make them more accurate. Provide a clear explanation as to why the proposed correction is more appropriate. (05 marks)

- a) In our country we often need a degree for you to apply for a better job.
- b) I have been knowing Mr. Silva for the last 20 years.

### Question 03

Develop one of the following sentences into a paragraph (words: 125 -150): (08 marks)

- I. Other reason why the number of accidents has increased in our country is indisciplined driving.
- II. On the other hand, increasing traffic fines may not necessarily reduce the number of accidents on the road.



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Management, Humanities and Social Sciences	Education and Languages

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE COURSE CODE: LC – 0845 MID SEMESTER EXAMINATION QUESTION PAPER YEAR I – SEMESTER I INTRODUCTION TO ACADEMIC WRITING IN ENGLISH (WRITING SKILLS) – ELAN 1103
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### Question 02

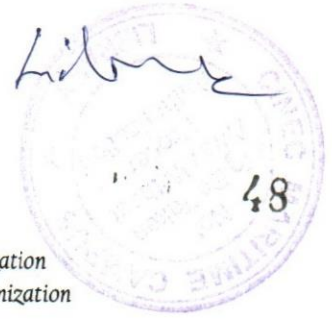
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EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE COURSE CODE: LC – 0845 MID SEMESTER EXAMINATION QUESTION PAPER YEAR I – SEMESTER I INTRODUCTION TO ENGLISH LITERATURE – ELIT 1101
--

INSTRUCTIONS TO CANDIDATES	Date: 2018.05.20
Answer all questions in <u>Part I</u> and <u>one</u> question each in <u>Poetry, Drama and Short Stories</u> from <u>Part II</u> .	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.
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**Part I**

**Question 01**

Read the extracts given below and comment on their significance in relation to the texts they have been extracted from. You may discuss poetic techniques, characterization, author and any other point/s you think are relevant. (5 x 3 = 15 marks)

**Extract -1**

“I hear lake water lapping with low sounds by the shore;  
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**Extract -2**

‘...And the goose was plucked and toasted  
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 And noon was no longer the hour to eat:  
 Noon was the hour to die.”

**Extract -3**

“I am without politics” he said “I am seventy-six years old. I have come twelve kilometers ...”

## Part II

### Question 02

#### ❖ Poetry

Answer only ONE question from this section.

"The poem *You are old, Father William* by Lewis Carroll is structured in a unique way." Describe, in short, how effective it is and both the literal and metaphorical meanings of the poem.

or

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### Question 04

#### ❖ Short Stories

Answer only ONE question from this section.

"The short story, *Eveline* is a psychological analysis of a young girl in a crisis." Comment

Or

"Oscar Wilde's short story 'The Happy Prince' is centered around the theme of sacrifice." Discuss this statement in relation to the two protagonists of the short story. Give examples from the text.

(15 x 3 = 45 marks)

-----END OF THE QUESTION PAPER-----



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Faculty	Department / Section/Division
Management, Humanities and Social Sciences	Education and Languages

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE COURSE CODE: LC – 0845
MID SEMESTER EXAMINATION QUESTION PAPER YEAR I – SEMESTER I BASIC CONCEPTS IN ENGLISH LANGUAGE TEACHING – TESL 1101

INSTRUCTIONS TO CANDIDATES	
Answer <i>any four (04)</i> Questions.	Duration of the examination = 1 ½ hours
Each question carries 10 marks.	Date: 2018.05.19
Read the questions carefully and answer to the point. Write what you are asked to write and not what you want to write	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.
	Candidates could be disqualified if you violate examination rules.

Date: 2018.05.19

Time allocated: 1 ½ hours

INDEX NUMBER: .....									
For Office Use Only									
Question No:	01	02	03	04	05	06	Total Marks	%	Signature
For Scrutinizer's Use Only (marks)									
For Moderator's Use Only (marks)									

**Instructions:**

- Answer any *four* questions.
- Each question carries 10 marks.
- Read the questions carefully and answer to the point. Write what you are asked to write and not what you want to write.

**Question 01**

(10 marks)

Given below is the way in which a teacher ends an English lesson. Answer both parts A and B.

- A. Comment on the way the teacher ends the lesson. (03 marks)
- B. If you were the teacher how would you end the lesson? (07 marks)

T: Finished?

SS: ..... er yes.

SS: No.

T: Never mind. Pack your things up now. Books away! John, collect these things up, please.

J: Yes, sir.

T: Okay. Straighten those desks. Come on! Now remember your homework. Right, you can go now. Good bye everyone.

SS: Good bye.

T: Have a nice weekend.

**Question 02**

(10 marks)

Why is the teacher giving feedback to learners important and how should it be given?

**Question 03**

(10 marks)

Answer both parts **A** and **B**.

**A.** Discuss the importance of conducting pair work and group work in the English language classroom. (07 marks)

**B.** Comment on the way this teacher conducts pair work in her class. (*The class is not yet used to pair work. They have just practiced a dialogue between Vipul and Palitha.*) (03 marks)

T: Well, now, I'd like you to practice that dialogue in pairs, so that you'll get lots of practice in speaking English. In pairs, then, please. Come on! You two together, you two and so on.

S: Excuse me... I .....

T: Oh dear, you're on your own. You haven't anyone to work with, eh? Right, why don't you turn your chair round to make a three with the two behind you?

SS: Come with us.

T: Thank you. Take turns at practicing. I'll come and hear you myself. OK? (*To the class*) Right, one of you is Vipul and the other is Palitha, then change over. Off you go, then. All pairs together and I'll come round to listen.

**Question 04: Answer both parts A and B.**

(10 marks)

Part A

(05 marks)

Select 05 from the following terminology and define.

1. English as a lingua franca
2. English as a first language **L1**
3. English as a 2nd language **L2**
4. English as a foreign language
5. Mother Tongue **MT**
6. Native Speaker
7. Teaching English to Speakers of Other Languages **TESOL**
8. English Language Learner **ELL**

**Part B**

(05 marks)

Analyzing the diversity in clines of bilingualism discuss the relationship between Mother Tongue **MT**, English as a first language **L1** and English as a 2nd language **L2**.

**Question 05**

(10 marks)

Discuss the Models of the spread of World Englishes.

**Question 06**

(10 marks)

'Historical events and processes have contributed to the Status and Role of English in Sri Lanka in the recent times'. Do you agree? Give your reasons.

-----END OF THE QUESTION PAPER-----



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Faculty	Department / Section/Division
Management, Humanities and Social Sciences	Education and Languages

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE COURSE CODE: LC - 0845 MID SEMESTER EXAMINATION QUESTION PAPER YEAR I - SEMESTER I BASIC CONCEPTS IN ENGLISH LANGUAGE TEACHING - TESL 1101
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INSTRUCTIONS TO CANDIDATES	
Answer <b>any four (04)</b> Questions.	Duration of the examination - <b>1 ½ hours</b>
Each question carries 10 marks.	Date: 2018.05.19
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**Question 01**

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T: Okay. Straighten those desks. Come on! Now remember your homework. Right, you can go now. Good bye everyone.

SS: Good bye.

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**Question 02**

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Why is the teacher giving feedback to learners important and how should it be given?

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**Question 04: Answer both parts A and B.**

(10 marks)

Part A

(05 marks)

Select 05 from the following terminology and define.



1. English as a lingua franca
2. English as a first language **L1**
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Management, Humanities and Social Sciences	Education and Languages

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE COURSE CODE: LC – 0845
MID SEMESTER EXAMINATION QUESTION PAPER YEAR I – SEMESTER I INTRODUCTION TO ENGLISH LANGUAGE AND ENGLISH GRAMMAR – ELAN 1101

INSTRUCTIONS TO CANDIDATES	Date: 2018.05.19
Answer Question <u>01</u> and any <u>three</u> from Part II.	Duration of the examination = 01 ½ hours
Candidates could be disqualified if you violate examination rules.	Total marks = 60
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❖ Answer Question 01 and any three from Part II

**Part I**

**Question 01**

Extract examples for the grammatical elements from the given text. (15 marks)

She was Rahel’s baby grandaunt, her grandfather’s younger sister. Her name was really Navomi, Navomi Ipe, but everybody called her baby. She became Baby Kochamma when she was old enough to be an aunt. Rehel hadn’t come to see her, though. Neither niece nor baby grandaunt laboured under any illusions on that account. Rahel had come to see her brother Estha. They were two-egg twins. ‘Dizygotic’ doctors called them. Born from separate but simultaneously fertilized eggs. Estha Esthappen – was the older by eighteen minutes. They never did look much like each other, Estha and Rahel, and even when they were thin-armed children.

- 1) Proper Noun - .....
- 2) Intransitive Verb - .....
- 3) Universal Pronoun - .....
- 4) Non-finite verb (to infinitive) - .....
- 5) Subordinate Clause - .....

- 6) Noun apposing to another Noun phrase - .....
- 7) Noun functions as an Object complement - .....
- 8) Reciprocal pronoun - .....
- 9) Frequency adverb - .....
- 10) Possessive pronoun - .....
- 11) Intensive verb - .....
- 12) Past participle adjective functioning attributively- .....
- 13) Compound Noun - .....
- 14) Genitive Phrase - .....
- 15) Abstract Noun (in plural form) - .....
- 16) Auxiliary verb function as a main verb - .....
- 17) Time adverb - .....
- 18) Proform for an Object - .....
- 19) An adjective in comparative form - .....
- 20) Sentence adverb - .....

**Part II**

**Question 02**

Discuss 'Verb complementation' or 'Auxiliary verbs' with examples. (15 marks)

**Question 03**

Define and describe each of the **clause elements** with examples. (15 marks)

**Question 04**

Classify nouns with examples. (15 marks)

**Question 05**

Define adverbs and describe, with example, the characteristics of adverbs. (15 marks)

**Question 06**

**Short Notes:** (15 marks)

- (a) Reflexive pronouns
- (b) Finite and Non-Finite verbs
- (c) Dependent prepositions
- (d) Open word classes



### Colombo International Nautical and Engineering College

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 Winner - International Asia Pacific Quality Award - 2010 - Best in Class - Education Organization  
 Winner - Sri Lanka National Quality Award 1999 - 2004 - 2009 - 2014  
 Approved for Quality Management System

Faculty	Department / Section/Division
Management, Humanities and Social Sciences	Education and Languages

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE COURSE CODE: LC - 0845 MID SEMESTER EXAMINATION QUESTION PAPER YEAR I - SEMESTER I READING COMPREHENSION - ELAN1102
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INSTRUCTIONS TO CANDIDATES	Date: 2018.05.19
Answer all the questions.	Duration of the examination = 01 ½ hours
Candidates could be disqualified if you violate examination rules.	Total marks = 100
	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.

<b>INDEX NUMBER:</b> .....							
For Office Use Only							
Question No:	1	2	3	4	Total Marks/100	20%	Signature
For Scrutinizer's Use Only (marks)							
For Moderator's Use Only (marks)							

❖ **Answer all the questions**

**Question 01**

**(25 marks)**

Read the following texts and write the **implied main idea** of each text **in one sentence**.

- i) More and more office workers telecommute from offices in their own homes. The upside of telecommuting is both greater productivity and greater flexibility. Telecommuters produce, on average, 20% more than if they were to work in an office, and their flexible schedule allows them to balance both their family and work responsibilities.

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ii) Litigation is not always the only or best way to resolve conflicts. Mediation offers an alternative approach and it is one that can be quite efficient and successful. Mediation can be faster, less expensive, and can lead to creative solutions not always possible in a court of law. Additionally, mediation focuses on mutually acceptable solutions, rather than on winning or losing.

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iii) Whether you can accomplish a specific goal or meet a specific deadline depends first on how much time you need to get the job done. What should you do when the demands of the job exceed the time available? The best approach is to divide the project into smaller pieces. Different goals will have to be divided in different ways, but one seemingly unrealistic goal can often be accomplished by working on several smaller, more reasonable goals.

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iv) The unemployment and underemployment situation among the educated youth has been an issue being focused in many forums. The most important cause leading to this situation is the prevalence of a skills mismatch where the education system is not providing what the labour market needs. Another reason given is that the public-sector employment and wage policies in the country lead to a queuing behaviour among the population for the attractive jobs. A third hypothesis is the existence of stringent labour market regulations that prevents employment creation in the private sector. Even though we are aware of these challenges, youth unemployment is still a huge problem in Sri Lanka. Despite many genuine attempts being made to bring about a solution to the problem, the attempts have largely failed because the current education and the skills development infrastructure both in the public and the private sectors have still not been re-oriented fully to improve the quality of education in the country.

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v) Today, as I gaze over a gauze mask, my body wrapped in white and my hands in rubber, the operating room seems strangely unreal. Yesterday it was a room full of excitement and things to learn. Now its white walls seem to hold something far different. I can hardly convince myself that I am here not as an observer but as an instrument nurse. Suddenly I feel that I have no right to hold this position. Many doctors have told me of my responsibility. Mine is almost as great as theirs, they maintain, for if I mix the wrong drugs, have the wrong instrument ready, or have improperly sterilized equipment, the operation will be as much a failure as if the surgeon's scalpel slipped. The patient's life is in my hands, and I can't be too careful. I have checked everything twice, suction apparatus, sterile gauze, sterile sheets, sutures, needles.... Now the doctor is coming; the operation will begin.

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## Question 02

(20 marks)

Read the following two texts and give the meaning of the words in bold print as they appear in the texts.

## A.

A road traffic accident is reported in Sri Lanka every ten minutes and two or three persons are injured due to same. Every day eight persons die from road accidents while **fatalities** number 3000 each year, a Community Physician attached to the Peradeniya University Prof. M.K.Majid said.

He said: "Two thirds of the accidents victims become permanently disabled. They are the **breadwinners** of poor families."

Because of the rising number of vehicle accidents in the country, traffic law enforcement officers implemented stronger **ordinances**. To ensure traffic safety, drivers who wished to apply for licenses have to **comply** with stricter procedures. Also, traffic enforcers are supposed to charge violators with more **stringent** penalties.

- i) fatalities .....
- ii) breadwinners .....
- iii) ordinances .....
- iv) comply .....
- v) stringent .....

## B.

As the early morning light slowly **illuminates** the mishmash of streets around the Krishnarajendra Market in central Bangalore, pushcart vendors wade through ankle-deep mud and cow **manure** and past heaping piles of cabbage leaves and rotting tomatoes.

Skinny porters doubled over beneath burlap sacks full of vegetables **shuffle** through the quagmire, trying to avoid the trucks that belch blue clouds of diesel exhaust and the sacred but occasionally cantankerous cows munching on piles of trash. Woman squat behind piles of vegetables they will carry to distant neighborhoods for tiny profit. The grocery business in India is choreographed chaos, a commercial dance honed over decades, fascinating and charming in its own way but also **corrupt**, unhygienic and highly **inefficient**.

- i) illuminate .....
- ii) manure .....
- iii) shuffle .....
- iv) corrupt .....
- v) inefficient .....

**Question 03**

**(30 marks)**

Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details.

**A.**

Miss Myrtle Brown had never received the gift of a box or a bouquet of flowers. She used to think, as she trudged away to the underground station every day, to go and stitch buttonholes in a big London shop, that it would have been nice if, on one of her late returns, she had found a bunch of roses- red, with thick, lustrous petals, deeply sweet, or white, with their rare fragrance – awaiting her on her table. It was, of course, an impossible dream. She ought to be glad enough to have a table at all, and a loaf to put on it. She ought to be grateful to those above for letting her have a roof over her head.

And she was thankful to Providence, to her landlady, to her employer, who sweated his workers, to the baker for bringing her loaf, to the milkman for leaving her half a pint of milk on Sundays, to the landlady’s cat for refraining from drinking it.

Yet she could not help thinking, when she put out her light and lay down, of the wonderful moment if ever she did receive a bouquet.

Think of unpacking the box! Think of seeing on the outside, “Cut Flowers. Immediate,” undoing the string, taking off the paper, lifting the lid!

The little room would be like a greenhouse – like one of the beautiful greenhouses at Kew. She would borrow jam pots from the landlady, and it would take all evening to arrange them. And the room would be wonderful – like heaven.

To wake, slowly and luxuriously, on a Sunday morning, into that company – what bliss!

What inferences can you make about Miss Myrtle Brown based on this passage? Support your answer with evidence from the text. Use about 75 words. (15 marks)

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B.

“Did you get the cat?” he asked, putting the book down.

“It was gone.”

“Wonder where it went to ..,” he said, resting his eyes from reading. She sat down on the bed.

“I wanted it so much,” she said. “I don’t know why I wanted it so much. I wanted that poor kitty. It isn’t any fun to be a poor kitty out in the rain.”

George was reading again. She went over and sat in front of the mirror of the dressing table looking at herself with the hand glass. She studied the back of her head and neck.

“Don’t you think it would be a good idea if I let my hair grow out?” she asked looking at her profile again.

George looked up and saw the back of her neck, clipped close like a boy’s.

“I like the way it is.”

“I get so tired of it,” she said, “I get so tired of looking like a boy.”

George shifted his position in the bed. He hadn’t looked away from her since she started to speak.

“You look pretty darn nice,” he said.

She laid down the mirror on the dresser and went over to the window and looked out. It was getting dark.

“I want to pull my hair back tight and smooth and make a big knot at the back that I can feel,” she said.

“I want to have a kitty to sit on my lap and purr when I stroke her.”

“Yeah?” George said from the bed.

“And I want to eat at a table with my own silver and I want candles. And I want it to be spring and I want to brush my hair in front of a mirror and I want a kitty and I want some new clothes.”

“Oh, shut up and get something to read,” George said. He was reading again.

His wife was looking out of the window. It was quite dark now and still raining in the palm trees.

“Anyway, I want a cat,” she said. “I want a cat. I want a cat now. If I can’t have long hair or any fun I can have a cat.”

George was not listening. He was reading his book. His wife looked out of the window where the light had come on the square.

What inferences can be made of the relationship between the husband and wife? Use about 50-75 words. (15 marks)

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**Question 04**

**(25 marks)**

Read the following text and answer the questions given below.

Prof. S. Sumanasekera of the University of Colombo opined that the education system was not in a mess like many believed it to be. "There is a general criticism that the Sri Lankan education system is in a mess. I don't deny the fact that there are drawbacks but I can categorically say it's not in a mess. There are strong points in the curriculum which I think are modern and sufficient enough to provide the student with an adequate knowledge of the world around him. However, the only setback I see is that we revise the curriculum too often."

He pointed out that Sri Lanka should learn and extract the better practices followed by other countries and make crucial amendments if they are beneficial in developing the existing system. However, these modifications should happen within limitations. He also noted that most often than not, the revised syllabi don't reach the rural areas, depriving these students of reaping maximum benefits of the free education.

When questioned if the current education system nurtures the creative competency in students he replied "the syllabus allows creative competency, it's embedded within the curriculum. However, the teaching methods are substandard and that's a drawback in developing creativity in students. There's also a lot of administrative mismanagement in national schools. It has become politicized and this has led to the degeneration of the system."

Prof. Sumanasekera believes that the problem lies with the teaching methods rather than the syllabus itself. He explained "teachers need to learn to contribute and do their part well. They need to learn to be a professional. Teachers must put to good use the material provided by the government and constantly upgrade themselves through teacher's guides in order to stay ahead of times and transfer knowledge effectively. I also think that the teacher's job becomes tougher when there are big classrooms to maintain. In order to have a classroom full of high achievers you must reduce the number of students, allowing the teacher to focus on each individual student's strengths and weaknesses.

Prof. Sumanasekera meanwhile advocated the use of English language. "We need to understand the importance of English as a language of communication. There is a visible difference between a student who learns in the English medium and those who study English as a second language. Those who continue their primary and secondary education in English, often stand out as outstanding individuals and become high achievers in the corporate world."

When asked about the contribution of private educators to improve the Education system in Sri Lanka and the government's attitude towards the increasing demand for private education, he emphasized that "just as much as we advocate the concept of free education, I think there should be the freedom to educate as well.

Now the government is the sole proprietor of education, but I think they should give private educators the space and freedom to give opportunities to provide affordable private education for the masses. The government should regulate private education and provide guidance but not prohibit the spread of private sector education".

1. Write down two good points of the present education system according to Prof. Sumanasekara. (4 marks)  
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2. Write down three drawbacks of the present education system, according to Prof. Sumanasekara. (6 marks)  
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3. How does he criticize the intervention of politicians? (3 marks)  
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4. What is his opinion about the involvement of private sector in education? (3 marks)  
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5. What is his opinion of the teachers currently working at Sri Lankan schools? Provide evidence from the text to support your claim. (5 marks)  
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6. Prof. Sumanasekara says that English language teaching in Sri Lanka is a total failure. Comment on the validity of this statement. (4 marks)  
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-----END OF THE QUESTION PAPER-----



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❖ *Answer all the questions*

**Question 01**

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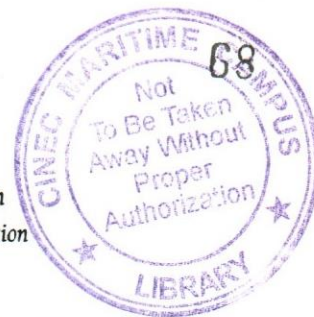
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EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE COURSE CODE: LC - 0845
MID SEMESTER EXAMINATION QUESTION PAPER YEAR I - SEMESTER I INTRODUCTION TO ENGLISH LANGUAGE AND ENGLISH GRAMMAR - ELAN 1101

INSTRUCTIONS TO CANDIDATES	Date: 2018.05.19
Answer Question <u>01</u> and any <u>three</u> from Part II.	Duration of the examination = 01 ½ hours
Candidates could be disqualified if you violate examination rules.	Total marks = 60
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❖ Answer Question 01 and any three from Part II

## Part I

### Question 01

Extract examples for the grammatical elements from the given text. (15 marks)

She was Rahel's baby grandaunt, her grandfather's younger sister. Her name was really Navomi, Navomi Ipe, but everybody called her baby. She became Baby Kochamma when she was old enough to be an aunt. Rehel hadn't come to see her, though. Neither niece nor baby grandaunt laboured under any illusions on that account. Rahel had come to see her brother Estha. They were two-egg twins. 'Dizygotic' doctors called them. Born from separate but simultaneously fertilized eggs. Estha Esthappen - was the older by eighteen minutes. They never did look much like each other, Estha and Rahel, and even when they were thin-armed children.

- 1) Proper Noun - .....
- 2) Intransitive Verb - .....
- 3) Universal Pronoun - .....
- 4) Non-finite verb (to infinitive) - .....
- 5) Subordinate Clause - .....

- 6) Noun apposing to another Noun phrase - .....
- 7) Noun functions as an Object complement - .....
- 8) Reciprocal pronoun - .....
- 9) Frequency adverb - .....
- 10) Possessive pronoun - .....
- 11) Intensive verb - .....
- 12) Past participle adjective functioning attributively- .....
- 13) Compound Noun - .....
- 14) Genitive Phrase - .....
- 15) Abstract Noun (in plural form) - .....
- 16) Auxiliary verb function as a main verb - .....
- 17) Time adverb - .....
- 18) Proform for an Object - .....
- 19) An adjective in comparative form - .....
- 20) Sentence adverb - .....

**Part II**

**Question 02**

Discuss 'Verb complementation' or 'Auxiliary verbs' with examples. (15 marks)

**Question 03**

Define and describe each of the **clause elements** with examples. (15 marks)

**Question 04**

Classify nouns with examples. (15 marks)

**Question 05**

Define adverbs and describe, with example, the characteristics of adverbs. (15 marks)

**Question 06**

**Short Notes:** (15 marks)

- (a) Reflexive pronouns
- (b) Finite and Non-Finite verbs
- (c) Dependent prepositions
- (d) Open word classes