



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 3 – Semester I)
2019 - 2022**

Document Control & Approving Authority	Senior Director – Quality Management & Administration		
Issue Date: 2017.011.30	Revision No.00	Revision Date: 12/01/2022	Validated by: Librarian



END SEMESTER EXAMINATION QUESTION PAPER

CODE - 9P

Approved for Quality Management System

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS IN ENGLISH (HONOURS)

COURSE CODE: LC - 0854

YEAR IV - SEMESTER I

TRANSLATION THEORY AND PRACTICE - ELAN 4101

Faculty	Department / Section / Division
Humanities and Education	English
INSTRUCTIONS TO CANDIDATES	Date of the examination: 2022.03.27
This paper has five questions.	Duration of the examination = 03 hours
Answer all questions	Total Marks = 70
	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.
Candidates could be disqualified if they violate examination rules.	

- **This paper has five questions.**
- **Answer all questions.**

QUESTION 1

Translate the following text into Sinhala or Tamil. (20 marks)

Muttiah Muralitharan (Tamil: முத்தையா முரளிதரன், Sinhala: මුත්තියා මුරලිදරන්, Malayalam: മുതലിയ മുരളീധരൻ also spelt Muralidaran; born 17 April 1972) is a Sri Lankan cricket coach, former professional cricketer, businessman and a member of the ICC Cricket Hall of Fame. Averaging over 6 wickets per test match, Murali is widely regarded as the greatest and the most successful bowler to ever play international cricket. He is the only bowler to take 800 Test wickets and 530+ ODI wickets. As of March 2022, he has taken more wickets in international cricket than any other bowler.

Muralitharan held the number one spot in the International Cricket Council's player rankings for Test bowlers for a record period of 1,711 days spanning 214 Test matches. He

became the highest wicket-taker in Test cricket when he overtook the previous record-holder Shane Warne on 3 December 2007. Muralitharan had previously held the record when he surpassed Courtney Walsh's 519 wickets in 2004, but he suffered a shoulder injury later that year and was overtaken by Warne. Muralitharan took the wicket of Gautam Gambhir on 5 February 2009 in Colombo to surpass Wasim Akram's ODI record of 502 wickets. He retired from Test cricket in 2010, registering his 800th and final wicket on 22 July 2010 from his final ball in his last Test match.

QUESTION 2

While providing examples where necessary, explain five different types of non-equivalence at word level that translators generally encounter in interlingual translation. (15 marks)

QUESTION 3

“Grammatical differences among human languages can pose a great challenge in translating a text.” Discuss. (10 marks)

QUESTION 4

Write short descriptions on the following topics:

- a) Handling collocations in interlingual translation (7 marks)
- b) Strategies for handling non-equivalence at word level in translation (8 marks)

QUESTION 5

One of the biggest challenges that translators generally face in interlingual translation is the absence of equivalent terms in the target language for some words in the source language. Discuss with examples different strategies translators can use to overcome this challenge. (10 marks)



END SEMESTER EXAMINATION QUESTION PAPER

CODE - QP

Approved for Quality Management System

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS IN ENGLISH

COURSE CODE: LC - 0845

RESEARCH METHODOLOGY - ELAN 3103

YEAR 3- SEMESTER I

INSTRUCTIONS TO CANDIDATES	Duration of the examination = 03 hours
There are four (04) questions in this paper.	Date: 2022.03.27
Answer all questions.	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.
Total Marks - 80%	Candidates could be disqualified if you violate examination rules.

Question 01

Describe following terms as they are used in qualitative/quantitative research. (20 marks)

- Primary vs. Secondary data
- Dependent vs. Independent variables
- Population vs. Sample
- Control vs. Experimental Groups

Question 02

Write short descriptions on the following topics: (20 marks)

- Qualitative Ethnography
- Case Studies
- Phenomenological Analysis
- Action Research

Question 03

(20 marks)

Using an example, describe the steps you would follow in conducting a quantitative survey.

Question 04

(20marks)

- What is research? Why is conducting research important in any field of study?
(10 marks)
- How is *qualitative research* different from *quantitative research*?
(10 marks)

..... END OF THE QUESTION PAPER



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 III - SEMESTER I

ELT CURRICULUM IN SRI LANKA (TESL-3102)

Faculty	Department / Section/Division
Humanities and Education	English
<i>INSTRUCTIONS TO CANDIDATES</i>	<i>Date of the examination: 2022.03.26</i>
<i>This paper has seven (07) questions.</i>	<i>Duration of the examination = 03 hours</i>
<i>Answer only four (04) questions.</i>	<i>Total Marks = 60</i>
<i>Candidates could be disqualified if you violate examination rules.</i>	<i>Candidates are not allowed to communicate with and disturb fellow candidates during the examination.</i>

- This paper has **seven (07)** questions.
- Answer **only 04 questions.**
- Each question carries 15 marks.

QUESTION 01

(15 marks)

“Forward design starts with syllabus planning, while Central design begins with classroom processes and methodology. However, Backward design starts from a specification of learning outcomes” (Richards, 2013). Discuss these three approaches to syllabus design, giving examples where relevant.

QUESTION 02

(15 marks)

In recent years, curriculum designers have highlighted the need for students to develop a range of transferable skills to enable them to better meet the demands of the world of work. Explain how transferrable skills can be focused in ELT contexts. Your answer should include the details of what transferrable skills are and how they can be practiced in different classroom activities. Where relevant, provide example activities and state which transferrable skills can be focused in these activities.

QUESTION 03**(15 marks)**

An integrated curriculum is described as one that connects different areas of study by cutting across subject-matter lines. Discuss the concept of 'Integrated Curriculum'. Your answer should include the benefits of an integrated model, challenges in implementing such a model and a few examples of integration.

QUESTION 04**(5x3=15 marks)**

Write Short Notes on any **THREE** of the following.

- i) Characteristics of the concept "Curriculum"
- ii) Intended Learning Outcomes
- iii) Content Organization in Curriculum
- iv) Activity-Based Oral English (ABOE) Programme in Sri Lanka
- v) Outcome-based Education

QUESTION 05**(15 marks)**

Syllabi can be divided into two different types: Product-Oriented Syllabi and Process Oriented Syllabi. (Long & Robinson, 1998). Apart from these major types, there are other types of ELT syllabi formats. Discuss.

QUESTION 06**(15 marks)**

In education, there is a growing interest in the concept of "competency-based curriculum". Discuss the features of competency-based curriculum, giving examples from any ELT syllabus/syllabi used in Sri Lanka.

QUESTION 07**(15 marks)**

- i) Evaluation is an integral part of the syllabus. Discuss the process of evaluation, paying attention to the following points:
- Purposes of evaluation
 - Types of Evaluation: Formal/Informal, Summative/Formative
 - Characteristics of Evaluation: Validity/Reliability (9 marks)
- ii) The following two test items have been taken from the General English paper at the G.C.E.(A/L) Examination. Analyze each test item in terms of its aim, skills focused, reliability and validity. (6 marks)

Test Item A

Jayantha is a management assistant in a government office in Rajagiriya. He (i) (work) at the office from eight o'clock in the morning to four o'clock in the afternoon.

Last Monday, at four o'clock he (ii)(leave) the office and got on a bus (iii)(go) home. (iv)(Find) a vacant seat, he sat down behind the bus driver. Suddenly, the bus driver began to lean forward. His head was almost touching the floor. Jayantha jumped up and told the passenger sitting next to him "(v) (keep) my bag, please. I (vi)(see) what is happening."

He shook the driver and asked "Why? What (vii)(be) the problem?"

No response (viii) (make) by the driver. The bus was going fast, and nobody was driving it. Jayantha had to stop the bus!

Test Item B

Write a paragraph beginning with the given sentence. Use about 75 – 100 words. Do not exceed the word limit. Do **not** write more than one paragraph.

Proper actions should be taken to maintain a clean and healthy environment.

.....

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



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 III - SEMESTER I

World Literature - ELIT 3102

Faculty	Department / Section/Division
Humanities and Education	English

INSTRUCTIONS TO CANDIDATES	Duration of the examination = 03 hours
This paper has four (04) sections and ten (10) questions.	Date: 2022.03.26
Each question carries 15 marks.	Candidates could be disqualified if you violate examination rules.
Answer four (04) questions, selecting one (01) from each section.	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.

- ❖ **This paper has four (04) sections and ten (10) questions.**
- ❖ **Each question carries 15 marks.**
- ❖ **Answer four (04) questions, selecting one (01) from each section.**

SECTION A

Question 01

Arthur Miller's *Death of a Salesman* is a tragedy that results from the faults of a capitalist society. Discuss. Use quotations to support your answer.

OR

Question 02

In your opinion, what does the title of Samuel Beckett's play *Waiting for Godot* signify? Use quotations from the text to support your answer.

SECTION B

Question 03

Although Heathcliff is full of hatred caused by rejection, he eventually attracts the reader's sympathy and admiration. To what extent do you agree with this statement? Give reasons for your answer.

OR

Question 04

In your opinion, does Albert Camus' *The Outsider* deviate from traditional fiction? Give reasons for your answer.

SECTION C**Question 05**

“The Slave’s Dream” by H.W. Longfellow and “Island Man” by Grace Nichols are about the theme of nostalgia. To what extent do you agree with this statement? Substantiate your answer with quotations from the text.

OR**Question 06**

International poets writing in the English language express their ideas in relation to issues that are significant locally and internationally. Do you agree? Substantiate your answer with reference to two poems that you studied in class.

SECTION D**Question 07**

In the short story “The Garden Party,” Katherine Mansfield criticizes the upper middle class. Do you agree? Give reasons for your answer.

OR**Question 08**

In the “Interpreter of Maladies,” Jhumpa Lahiri highlights how decisions made by parents influence their children’s lives. Do you agree? Substantiate your answer with quotations from the text.

OR**Question 09**

In “Tony Kytes – The Arch Deceiver,” Thomas Hardy discusses the themes of love, marriage and infidelity. Comment.

OR**Question 10**

In “The Martyr’s Corner,” R.K. Narayan portrays how social and personal circumstances lead to the decline of an individual. To what extent do you agree with this statement? Give reasons for your answer.

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



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 III - SEMESTER I

ELT CURRICULUM IN SRI LANKA (TESL-3102)

Faculty	Department / Section/Division
Humanities and Education	English
INSTRUCTIONS TO CANDIDATES	Date of the examination: 2022.03.26
This paper has seven (07) questions.	Duration of the examination = 03 hours
Answer only four (04) questions.	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.

- This paper has **seven (07)** questions.
- Answer **only 04 questions.**
- Each question carries 15 marks.

QUESTION 01

(15 marks)

“Forward design starts with syllabus planning, while Central design begins with classroom processes and methodology. However, Backward design starts from a specification of learning outcomes” (Richards, 2013). Discuss these three approaches to syllabus design, giving examples where relevant.

QUESTION 02

(15 marks)

In recent years, curriculum designers have highlighted the need for students to develop a range of transferable skills to enable them to better meet the demands of the world of work. Explain how transferrable skills can be focused in ELT contexts. Your answer should include the details of what transferrable skills are and how they can be practiced in different classroom activities. Where relevant, provide example activities and state which transferrable skills can be focused in these activities.

QUESTION 03**(15 marks)**

An integrated curriculum is described as one that connects different areas of study by cutting across subject-matter lines. Discuss the concept of 'Integrated Curriculum'. Your answer should include the benefits of an integrated model, challenges in implementing such a model and a few examples of integration.

QUESTION 04**(5x3=15 marks)**

Write Short Notes on any **THREE** of the following.

- i) Characteristics of the concept "Curriculum"
- ii) Intended Learning Outcomes
- iii) Content Organization in Curriculum
- iv) Activity-Based Oral English (ABOE) Programme in Sri Lanka
- v) Outcome-based Education

QUESTION 05**(15 marks)**

Syllabi can be divided into two different types: Product-Oriented Syllabi and Process Oriented Syllabi. (Long & Robinson, 1998). Apart from these major types, there are other types of ELT syllabi formats. Discuss.

QUESTION 06**(15 marks)**

In education, there is a growing interest in the concept of "competency-based curriculum". Discuss the features of competency-based curriculum, giving examples from any ELT syllabus/syllabi used in Sri Lanka.

QUESTION 07

(15 marks)

- i) Evaluation is an integral part of the syllabus. Discuss the process of evaluation, paying attention to the following points:
 - Purposes of evaluation
 - Types of Evaluation: Formal/Informal, Summative/Formative
 - Characteristics of Evaluation: Validity/Reliability (9 marks)
- ii) The following two test items have been taken from the General English paper at the G.C.E.(A/L) Examination. Analyze each test item in terms of its aim, skills focused, reliability and validity. (6 marks)

Test Item A

Jayantha is a management assistant in a government office in Rajagiriya. He (i) (work) at the office from eight o'clock in the morning to four o'clock in the afternoon.

Last Monday, at four o'clock he (ii)(leave) the office and got on a bus (iii)(go) home. (iv)(Find) a vacant seat, he sat down behind the bus driver. Suddenly, the bus driver began to lean forward. His head was almost touching the floor. Jayantha jumped up and told the passenger sitting next to him "(v) (keep) my bag, please. I (vi)(see) what is happening."

He shook the driver and asked "Why? What (vii)(be) the problem?"

No response (viii) (make) by the driver. The bus was going fast, and nobody was driving it. Jayantha had to stop the bus!

Test Item B

Write a paragraph beginning with the given sentence. Use about 75 – 100 words. Do not exceed the word limit. Do **not** write more than one paragraph.

Proper actions should be taken to maintain a clean and healthy environment.

.....

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



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 III - SEMESTER I

LITERARY THEORY IN ENGLISH - ELIT 3101



Faculty	Department / Section / Division
Humanities and Education	English
INSTRUCTIONS TO CANDIDATES	Date of the examination: 2022.03.19
This paper has four (04) sections and seven (07) questions .	Duration of the examination = 03 hours
Select at least one question from each section.	Total Marks = 70
Answer four (04) questions .	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.
	Candidates could be disqualified if you violate examination rules.

- This paper has **four (04) sections**.
- Answer **04 questions** selecting **at least one question** from each section.

SECTION A

QUESTION 01

(20 marks)

"There is an inevitable confusion when a woman's conduct is judged from a male's point of view." Evaluate this statement in relation to *A Doll's House* by Henrik Ibsen.

QUESTION 02

(20 marks)

The woman's position in a predominantly male dominant society is illustrated in two different ways in the poems, *Sita Speak* by Bina Agarwal and *A Work of Artifice* by Marge Piercy. Comment.

SECTION B

QUESTION 03

(20 marks)

Given below is an extract from the children's novel *The Secret Mountain* written by Enid Blyton. Blyton (1897 – 1968) was a British writer.

Read the extract carefully and comment on Blyton's descriptions of Mafumu, Jack and Mafumu's uncle. In your answer, make sure to refer to Edward Said's ideas on Orientalism.

Next day, at dawn, the native arrived, and behind him, as usual, came the little boy, his nephew, wearing his scanty belt of grass. The boy wore no hat at all, and the five children wondered why in the world he didn't get sunstroke.

"I suppose he's coming too," said Jack, pleased. "I wonder what his name is. Ask him, Ranni."

The boy grinned and showed all his white teeth when Ranni shouted to him. He answered in a shrill voice:

"Mafumu, Mafumu!"

"His name is Mafumu," said Ranni. "All right, Mafumu, don't shout your name at us anymore!"

Mafumu was so overjoyed at being spoken to by the big Ranni that he kept shouting and wouldn't stop.

"Mafumu, Mafumu, Mafumu!"

He was stopped in the usual way by his uncle, who slapped him hard on the head. Mafumu fell over, made a face at his uncle's back, and got up again. The children were very glad he was coming with them. They really couldn't help liking the cheeky little black boy, with his twinkling black eyes and his flashing smile.

(...)

Then Mafumu broke the silence by lifting up his shrill voice and singing a strange slow song.

"Sounds a bit like one of the hymns we have in church," said Mike. "Hallo, look—his uncle is going for him again. Golly, how I'd like to give him a few slaps himself—he is always hitting poor Mafumu."

Mafumu was slapped into silence. He came behind the whole company, sulking, carrying a simply enormous load. His uncle also carried a great many packages, balanced most marvellously on his head. Ranni explained that the natives were used to being carriers, and thought nothing of taking heavy weights for many, many miles.

(...)

They had now come to the mountains and the black man was leading them steadily upwards. It was tiring to climb always, but the children soon got used to it. Mafumu did not seem to mind anything. He skipped along, and went just as fast uphill as down. He had picked up some more words now, and used them often, much to the children's amusement.

"Goodgracious, shutup, hallo, thanksawfully," he would chant as he skipped along, his load of packages balanced marvellously and never falling. "Hurryup, hurryup, hallo!"

"Isn't he an idiot?" said Jack. But although the children thought that Mafumu was too ridiculous for words, they all liked the cheerful boy enormously. He brought them curious things to eat—toadstools that were marvellous when cooked—strange leaves that tasted of peppermint and were good to chew—fruit of all kinds, some sweet, some bitter, some too queer-tasting to eat, though Mafumu ate everything, and smacked his lips and rubbed his round tummy in delight.

On the second day, when the children were all climbing steadily, Mafumu saw a clump of bushes high up some way in front of them. They were hung with brilliant blue berries, which Mafumu knew were sweet and juicy. He took a short cut away from the path, and climbed to the bushes.

He stripped them of the blue berries and began to jump back to join the company. But on the way his foot caught against a loose stone that rattled down the hillside and fell against his uncle's leg.

In a fury the native sprang at his nephew and caught hold of him. He beat him hard with his spear, and the little boy cried out in pain, trying his best to wriggle away.

"Oh, stop him, stop him!" yelled Jack, who hated unkindness of any sort. "Mafumu was only getting berries for us. Stop, stop!"

But the black man did not stop, and Jack ran up to him. He wrenched the spear out of the man's hand and threw it down the hillside in anger, his face red with rage.

(...)

"All right," said Jack, still boiling with rage. Mafumu had got up from the ground, his face and arms covered with bruises that showed even on his black skin. He ran to Jack and knelt down beside him, speaking excitedly in his own language.

"Get up, for goodness sake, Mafumu," said Jack uncomfortably. "Oh golly, look at him, walking along on his knees after me! Get up, Mafumu!" "He says he will be your slave forever," said Ranni with a grin.

"He says he will leave his uncle and his tribe and come and follow the wonderful white boy all his life. He says you are a king of boys!"

"King Jack, the king of boys!" shouted Mike, clapping Jack on the shoulder.

(...)

After that, of course, Mafumu adored Jack even more than before, and Jack got used to seeing the little black boy always at his heels, like a shadow.

QUESTION 04

(20 marks)

Analyze the poem given below from a postcolonial perspective. The poem has been written from the perspective of an Australian Aboriginal person. Aborigines are the native Australians who were colonized by the British.

Tribal Lines

By Dan Davis

Don't cross the Tribal Lines, don't disrespect what we hold near.
 You've been taking away our culture, for so many years.
 You're allowed to have your religion, your cults and beliefs.
 Don't cross the Tribal Lines, you are always causing grief.

Our Tribal Lines were crossed, the day you dropped your anchor.
 And set your foot on our sand, it was then our spirits felt poor.
 We lost all the richness we felt as free human beings.
 Killing of everything that was ours, without even seeing.

Crossing the Tribal Lines, you put a curse on yourselves.
 The land that you call heaven, you've turned into hell.
 We only have a few left who know our rightful words.
 But nowadays only your language can be heard.

Tribal Lines, Tribal Lines, what does this mean to me?
 I wish I could cross back over, then a part of me will be free.
 I wanna know more of my culture, talk like my grandfathers did.
 But at least knowing who I am, I can be proud of it.
 Those Tribal Lines are hard to cross back, once you've been taught another tongue.

The Tribal Lines aren't just for me, they're for all who hold their culture, for everyone.

Source: Tribal Lines - Creative Spirits, retrieved from
<https://www.creativespirits.info/aboriginalculture/arts/poems/tribal-lines>

SECTION C**QUESTION 05****(15 marks)**

There are resemblances between the model of society that is presented in Plato's *The Republic* and the fictional society in Huxley's *Brave New World* (Rûța, 2015). Discuss the following with reference to the societies in *The Republic* and *Brave New World*.

- a. Censorship
- b. Class stratification
- c. Family

QUESTION 06**(15 marks)**

According to Plato, all artistic creation is a form of imitation and thus twice removed from reality. Aristotle states that art is not slavish imitation of reality. The function of art is to provide aesthetic delight, communicate experience, express emotions, and represent life. Discuss.

SECTION D**QUESTION 07****(5x3=15 marks)**

Select **03** topics from the following and write short notes:

1. Describe briefly the key elements of the Marxist Literary Theory and how they are portrayed in two pieces of literature of your choice.
2. Explain why *The Caucasian Chalk Circle* by Bertolt Brecht is always subject to analysis of the Marxist Literary Theory.
3. Frantz Fanon
4. *Aunt Jennifer's Tigers*

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



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 III - SEMESTER I

LESSON PLANNING AND MATERIAL DESIGNING- TESL 3101

Faculty	Department / Section/Division
Humanities and Education	English

INSTRUCTIONS TO CANDIDATES	Date of the examination: 2022.03.19
This paper has seven (07) questions.	Duration of the examination = 03 hours and 30 minutes
Read the questions carefully and answer to the point. Write what you are asked to write and not what you want to write.	Total Marks = 80
Question 01 carries 26 marks and the others carry 18 marks each.	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.

Answer **Question ONE (01)** and **THREE (03) OTHERS** selecting **at least one question from Part B**

- Please check if the following annexures are attached to your question paper:
 - **Annexure I:** Lesson Unit to be evaluated (Question 1)
 - **Annexure II:** Listening Text in the above unit, Activity 9 (Question 1)
 - **Annexure III:** Reading Text (Question 6)
 - **Annexure IV:** Format of a Lesson Plan (Questions 6 and 7)

Part A: Material Designing**QUESTION 01****(26 marks)**

You are given a lesson unit from the Grade Eleven Pupil's Textbook in **Annexure I**. The listening text is in **Annexure II**. Examine carefully and evaluate it focusing on the following:

- a) Theme
- b) The 4 language skills
- c) Integration of skills
- d) Grammar
- e) Vocabulary
- f) Humour/ Fun activities
- g) Clarity of instructions
- h) Learner autonomy
- i) Employability skills
- j) Learning outcomes

QUESTION 02**(18 marks)**

A. Discuss in detail **four (04)** different ways in which a course material could be adapted and the reasons for adapting. (10 marks)

B. Select **two (02)** activities from the lesson unit in **Annexure I** which you think needs adapting. State why they need to be adapted and how you would adapt them.

(08 marks)**QUESTION 03****(18 marks)**

A. Discuss in detail **four (04)** contexts in which you would use supplementary materials in the language classroom. (10 marks)

B. Given below are two supplementary materials that could be used in the language classroom.

i) State what type of activity each one is and with what level of students you would use it.

ii) How would you use each of these materials? Describe in detail one activity for each material. (08 marks)

1. One night, at 11:30 p.m., an older African American woman was standing on the side of an Alabama highway trying to battle against a lashing rain storm. Her car had broken down and she desperately needed a ride. Soaking wet, she decided to flag down the next car.

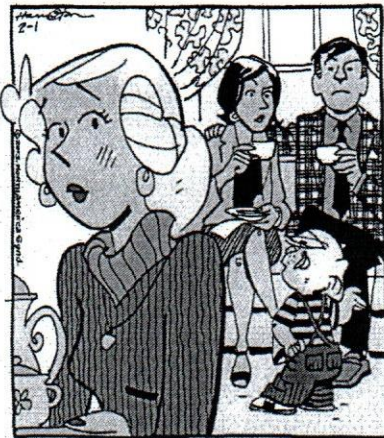
A young white man drew up his car near her and offered to help her, generally unheard of in those conflict-filled 1960's when the whites looked down on the coloured people. The man took her to safety, helped her get assistance and put her into a taxicab.

She seemed to be in a hurry, but took down his address and thanked him. Seven days went by and there was a knock on the man's door. To his surprise, a man showed up with a giant colour TV which was handed over to him. A special note was attached. It read:

"Thank you so much for standing by me on the highway the other night. The rain drenched not only my clothes, but also my spirits. When I had given up all hopes of getting help, you came along. Because of you, I was able to make it to my dying husband's' bedside just before he passed away. God bless you for helping me and unselfishly serving others."

Sincerely,
Mrs. Nat King Cole.

2.



"MOM SAID YOU MARRIED FOR MONEY.
HOW MUCH DID YOU GET?"

QUESTION 04**(18 marks)**

A. Newspaper is a resourceful supplementary material that can be used effectively in the language classroom to enhance the students' communication skills. Do you agree? Give your reasons.

(10 marks)

B. Describe **three** activities that could be done to develop the communicative competence of a group of grade nine students using Newspaper.

(08 marks)

Part B – Lesson Planning

For Questions 6 and 7, use the format of the Lesson Plan given in Annexure IV.

QUESTION 05**(18 marks)**

Write the guidance you would give on "Writing a good lesson plan" to a group of trainee teachers.

QUESTION 06**(18 marks)**

Write a lesson plan for the reading text *A Day at the Park* in **Annexure III** for a group of Grade 6 students.

QUESTION 07**(18 marks)**

Write a Lesson Plan to teach the **Present Perfect Tense** to a group of Grade Eight students.

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



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 III - SEMESTER I

Lesson Planning and Material Designing - TESL-3101

Faculty	Department / Section / Division
Humanities and Education	English

<i>INSTRUCTIONS TO CANDIDATES</i>	<i>Duration of the examination = 03 hours</i>
Answer FOUR (4) questions.	Date: 2021.04.24
<ul style="list-style-type: none"> • Question 01 carries 18 marks. • Other questions carry 14 marks. 	Candidates could be disqualified if you violate examination rules.
Question 01 is compulsory.	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.

- ❖ Answer question **ONE (01)** and **THREE (03) OTHERS**.
- ❖ First question carries **18 marks** and others carry **14 marks** each.
- ❖ **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

You are given Lesson **Unit 2** from **Grade Seven Pupil Text** and the corresponding unit in the **Workbook** in **Annexure I**. Examine them carefully and evaluate.

(18 marks)

Question 02

A. How would you adapt activities in a lesson unit in the following contexts?

- Too many grammar activities which focus on students gaining only explicit knowledge of grammar.
- The topic of a reading text is unfamiliar to students and the text has only textual questions.

- c) A particular task in the unit doesn't suit the learning style of the learners the majority of whom are kinesthetic learners. (06 marks)

B. Select **two (02) activities** either from the Pupil Text or Workbook from the lesson unit in **Annexure I**, which you think needs adapting. State why they need to be adapted and how you would adapt them. (08 marks)

Question 03

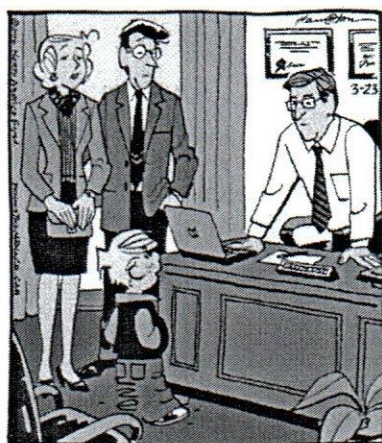
- A. List four different types of supplementary materials you would use with a group of Grade Ten Students.
- B. State for what purpose you would use each of these supplementary materials, how you would use them and the advantages and disadvantages of using them. (08 marks)
- C. How would you use the two supplementary materials given below? You should state what type of supplementary material they are and with what level of students you would use each of them. (06 marks)

1. A lovely little girl was holding two apples with both hands. Her mom came in and softly asked her little daughter with a smile: "My sweetie, could you give your mom one of your two apples?"

The girl looked up at her mom for some seconds, then she suddenly took a quick bite on one apple, and then quickly on the other. The mom felt the smile on her face freeze. She tried hard not to reveal her disappointment.

Then the little girl handed one of her bitten apples to her mom, and said: mommy, here you are. This is the sweeter one.

2.



"YOU'RE MY DAD'S BOSS? HE SAYS YOU'RE THE REASON MY ALLOWANCE IS SO LOW!"

Question 04

- A. Write a brief essay on “The Importance of Using Newspapers in the ESL classroom”.
(06 marks)
- B. Describe **four (04)** activities you would do with a group of Grade Twelve students, using the Editorial of a newspaper given below, to improve their communication skills. You should mention the aim of each activity and the skill or language area focused.
(08 marks)

EDITORIAL

May the New Year bring Peace, Joy & Good Health

16 April 2021 12:36 am – 0 -72

Sri Lankans – mainly Sinhalese and Tamils celebrated New Year on Wednesday in a more relaxed manner this year when compared with last year, with the COVID-19 pandemic compelling the authorities to place restrictions on travelling from one Province to another, gathering in large numbers at shopping centres, temples and Kovils and the need to strictly adhere to health guidelines.

Not that these restrictions have been removed or diluted but that over a period of time people tend to take things for granted and drop their guard, come what may. The National New Year is also deeply linked to the ancient system of astrology, on this occasion not so much to help predict good times and bad but to determine the Auspicious times or Nekath for performing the various rituals which are an important or integral part of the celebrations.

It is a time also when elders are given pride of place-paying them homage, seeking their blessings with an offering of betel leaves, presiding at the anointing of oil and the table laid out with sweetmeats such as Kavum, Musket, Kalu Dodol, Pol Toffee, Kokis, Mung Kevum, Aluva, Mung Guli, Naaran Kavum, Athirasa, Aasmi, Pani Walalu, Dodol and Thala Guli, among many other delicacies.

The astrologically significant New Year is marked by the movement of the Sun from the House of Pisces to the House of Aries coinciding with the end of the harvest season and is the time of the year for the family to give thanks for the bounties of nature. The much-awaited cultural festival is heralded by the lilting call of the Koha or the Asian Koel, which is heard throughout April -though not so much in the recent past - is also an occasion to bring together Sri Lankans resident in many parts of the world to celebrate Sri Lanka, its culture and its unity in diversity.

The New Year is welcomed with the lighting of the hearth and the boiling of fresh milk in newly purchased clay pots while the overflowing of the milk from all sides of the pot is considered a sign of good luck to the entire family. The milk rice is prepared thereafter and the rest of the sweets are served among the family and later distributed among the neighbours -- a simple gesture that symbolizes peace and harmony among all Sri Lankans. Meanwhile sounding a cautionary note, Chief Epidemiologist Dr Sudath Samaraweera emphasized the fact that Sri Lanka was not out of the woods even though the reported number of cases were not as much as it used to be.

He said the movement of people in large numbers from one area to another could see an increase in the number of COVID-19 cases with the possibility of new clusters emerging in the country and the risk of the virus spreading in society if health guidelines were not strictly maintained. Dr Samaraweera said as such there was no room for complacency. If the crowds that thronged the main shopping centres of Maharagama, Pamunuwa, Nugegoda and Pettah, was anything to go by, the fears expressed by the chief epidemiologist, that Sri Lanka would be hard-pressed to avoid another COVID cluster, seemed valid.

The people, who were doing their New Year shopping, appeared to be least concerned with health guidelines while many were seen without masks or physical distancing and seemed indifferent to the harm that could be caused to those they might come in contact with should there be another outbreak due to their lackadaisical attitude. Sad, but that is human nature. Be that as it may, the Health Ministry is considering whether to extend the period between the first and second doses of the Covishield Astrazeneca vaccine to 16 weeks in the wake of the delay in obtaining the next consignment of vaccines from the Serum Institute of India (SII), which had suspended exports due to various reasons.

Since the launch of Sri Lanka's vaccination programme, the health authorities had inoculated more than 900,000 people, who would now have to undergo a time of uncertainty as to when, if at all, they would receive the second dose. Incidentally, State Minister Sudarshini Fernandopulle is on record saying that for an optimum effect both vaccines should be of the same brand. What will the New Year, which dawned at 2.33 a.m. on Wednesday, have in store for us? We at the Daily Mirror hope it will be a year filled with Peace, Joy and Good Health.

Question 05

“No course book is perfect – a good teacher will make the best use of even the worst course book.”

Describe the guidelines you would give a group of English teachers on “Using the course book effectively in the ESL classroom” with reference to above statement. (14 marks)

Question 06

Answer the following questions briefly.

- A. Why do you think the lesson plans are important? (03 marks)
- B. What is an activity plan? (04 marks)
- C. Explain the lesson stages: Presentation, Practice and Production. (03 marks)
- D. Explain the difference between the social closure and cognitive closure of a lesson. (04 marks)

Question 07

Answer the following questions briefly.

- A. How can a teacher incorporate educational goals of a country into his/her lesson? (10 marks)
- B. How do lessons plans help remedial teaching? (04 Marks)

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

UNIT 02

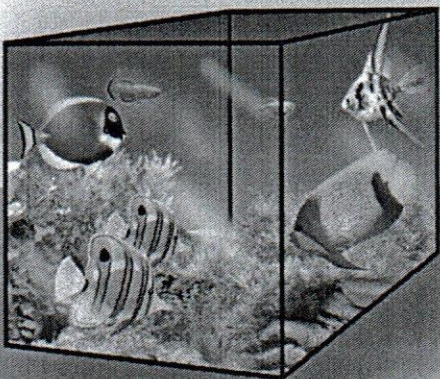
FRIENDS INDEED



Reading

I'm Fifi. I live in a house made of glass. It's very clean and spacious. I like to move about in it freely with my friends. My house is decorated with different kinds of **aquatic** plants, stones and ornaments. It's like a **paradise** with colourful lights and decorations. I'm fed with different kinds of tasty food, three times a day. I can play whenever I want to. I have no fear of being attacked by any large fish or being caught in a fishing net. My **neighbour**, whom I can see through the glass, has a house similar to mine.

We have many **visitors** every day. They walk past us carrying bags, cameras and some stop to take our pictures. I hear visitors talk of me. They **admire** my beauty. They say that I'm in a "tank" and they call our house an "**aquarium**".



Sometimes, I feel lonely even though I live among a big **crowd**. Then I think of my parents, my family and relations. I remember the happy days I spent among the beautiful corals, seaweed and large rocks. I often remember the enjoyable playtime I had. My mother would shout at us when we hid among the rocks and the seaweed. She always warned us that

they weren't safe places for us to play. She wanted us to stay with her all the time. My mother's words still echo in my mind. I still can remember the day when a strong current in the ocean separated me from my friends. However, I know that I cannot go back home because I'm in a zoo.

Activity 1

Read Fifi's story and answer the questions that follow.

1. Where does Fifi live now?
2. What is his house made of?
3. Where did he live earlier?
4. Find similar words from the text for the following.
 - a. big
 - b. praise
5. Find opposite words from the text for the following.
 - a. small
 - b. weak
6. Complete this table by writing about Fifi's old home and new home.

New home	Old home
<i>e.g. :-</i> A tank made of glass	<i>e.g. :-</i> Among corals in the sea

Let's make a poster

Activity 2

Rewrite the following instructions in the correct order.

- Then, take a big sheet of paper.
- Finally, write an attractive slogan.
- Next, draw a border of 2 cm on the paper.
- First, discuss a topic for a poster.
- And then draw a suitable picture inside the border.
- After that, colour it.

Activity 3



Writing

Mosquitoes breed fast during the rainy season. Dengue is a deadly disease caused by mosquitoes. Can you design your own poster to convey this message to your school friends? Work as teams. Select the best poster and display it on your school noticeboard.

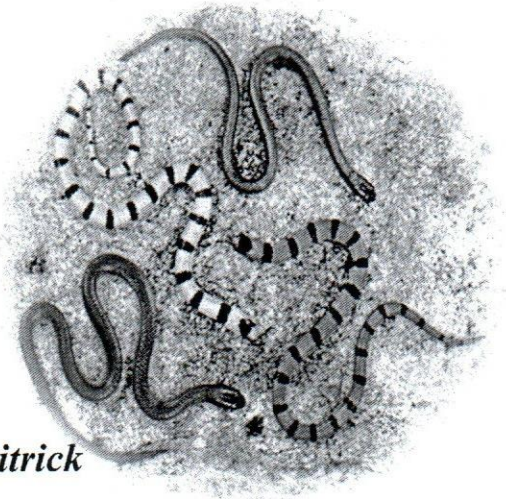
Activity 4

Read this poem and answer the questions.

Snakes

*A snake can glide from side to side.
They're really long and like to hide.
They have long backbones, but no hair.
They use their tongues to taste the air.
They taste your scent if you are near,
And hiss a threat for you to hear.
It's wise of you to clear their way,
So you don't have an awful day!*

By Mariah Deitrick



1. What do snakes like to do?
2. When does a snake hiss?
 - a. when it is eating.
 - b. when it hunts for food.
 - c. when it is threatened.
 - d. when it uses its tongue.
3. What part of the body do snakes use to sense the air?

4. The poet thinks people should...
- stay away from snakes.
 - pick up snakes.
 - wear shoes when they walk by snakes.
 - keep snakes as pets.
5. Write three facts about snakes that you learnt from the poem.
6. Write rhyming words for the following.
- way - side - air - near -

Activity 5

The Tree, the Pencil Maker and the Pencils

Once there lived a young man. He had no livelihood but he was intelligent. One day he went to the jungle to find some food. He found some fruit and ate it. After a while he rested under a shady tree. There he fell asleep. While sleeping, he heard a strange voice.

“Child, listen to me. I am old now. But my trunk is still strong. Take me and use me for a good purpose. I am the oak tree that you are sleeping under. Make sure that you plant another tree in my place.” Then, the tree fell into a deep sleep. The young man woke up and thought for a while. Then, he cut down the tree. After that, he took the oak trunk to the village. He thought of a way to use the oak trunk for a good purpose. He finally decided to make pencils with it.

He was very happy, when he made his first set of pencils. He talked to the pencils before putting them into the box.

“There are 5 things you should know, before you go around the world,” he told the pencils.

“Keep them in your mind forever, so that you will become the best pencils.”



One: "You will be able to do many great things, but only if you get into someone's hand."

Two: "You will experience a painful sharpening from time to time, but you'll be better pencils once you are sharp."

Three: "You should be able to correct any mistakes that happen."

Four: "What's within you is more important than your outward appearance."

Five: "Wherever you land, be sure to leave your mark. No matter what the condition is, you must continue with your duties."

All the pencils agreed to take these into their hearts as they set out to the world.



Answer the questions given below.

- Where did the young man go to find food?
- How did he become a good man?
- What did the pencil maker want the pencils to remember? List them.
- Find similar words for the following from the story:
forest - right - glad - relax -
- Find opposite words for the following from the above story.
old - sad - outside -
worst - wrong - bad -
- Re-write these sentences replacing the underlined words with opposite words.
 - We might win the final race.
 - This man is very strong.
 - Krishna wears dark colours in the night.
 - Maheem remembers all his friends' birthdays.
 - Sarjoon was happy to hear that he had won a prize.
 - The competition will start early in the morning, this Sunday.

7. I had a glass of hot water.
8. The concert ended around 8 p.m.
9. The big house he bought was expensive.
10. Rumali has long hair.

Using the apostrophe

We use an apostrophe to:

- 1) • Show the omission of a letter (contraction) – positive

I am – I'm

Who is – Who's

You are – You're

Here is – Here's

He is – He's

Let us- Let's

She is – She's

That is – That's

It is – It's

There is – There's

We are – We're

They are – They're

- Show the omission of a letter (contraction) – negative + question

Are not – Aren't

Is not – Isn't

Do not – Don't

Should not – Shouldn't

- Show the omission of letters (contraction) – positive

I have – I've

I will – I'll

I would – I'd

- Show the omission of letters (contraction) – negative + question

Will not – Won't

Cannot – Can't

- 2) • Show possession/ ownership

e.g. :- Rahal's bat

Abdul's book

Ann's pencil

Yoga's bicycle

- We don't use the apostrophe with the following possessive pronouns

Yours

His

Hers

Ours

Theirs

Its (belonging to it)

Activity 6

1). Rewrite the following using apostrophes.

- | | |
|-------------------------|-------------------------------------|
| 1. I am - | 6. Plays of Shakespeare - |
| 2. You are - | 7. Will not - |
| 3. I have - | 8. Help of everyone - |
| 4. Photo of my mother - | 9. A captain of a ship - |
| 5. Should not - | 10. The speech of the Chief Guest - |

2). Underline the correct answer.

1. Damhiru's name is Toga. (dog's / dogs')
2. Saveen studies in a school. (boy's / boys')
3. My house is in the Central Province.
(grandparent's / grandparents')
4. Himaya'scar is for sale. (father's/ fathers')
5. My hobby is reading. (mother's/ mothers')
6. The train to Jaffna is very crowded. moving
very fast. (It's / Its')
7. you cleaning the class today?
(Aren't/ Arent')
8. You have the cake and eat it. (can't/ cant')

Tongue Twisters

Activity 7

Let's say them aloud.

I slit the sheet,
The sheet I slit
and on the slitted sheet I sit.

Sister Suzie's sewing socks for soldiers
Sock for soldiers sister Suzie sews,
If sister Suzie's sewing socks for soldiers,
Where're the socks for soldiers sister Suzie sews?

Now complete this grid with words that begin with "s" and "sh" from the above poem.

Sock	
	Sheet
Sew	

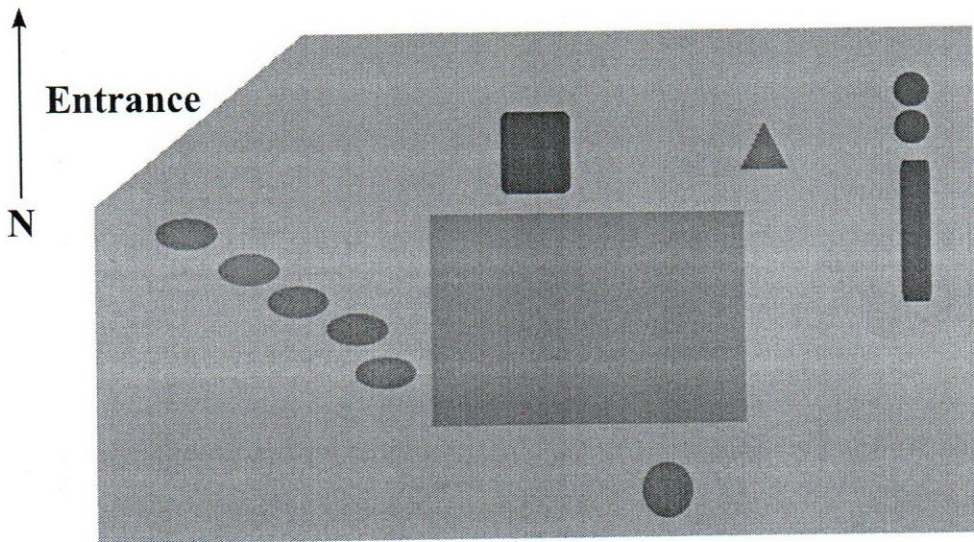
Activity 8



Listening

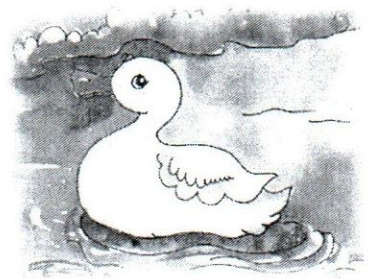
This is the plan of Thamal's garden. Listen to your teacher and label the places in it.

house / pond / mango trees / well/ steps / flower bed / garden bench



Sing and Enjoy

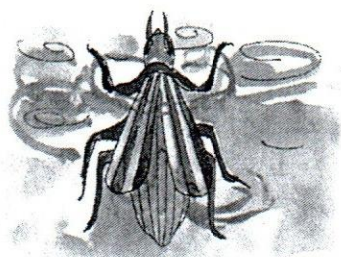
There's a little white duck, sitting in the water
 A little white duck, doing what he oughter
 He took a bite of a lily pad
 Flapped his wings and he said, "I'm glad
 I'm a little white duck sitting in the water.
 Quack, quack, quack, quack, quack, quack,
 quack"



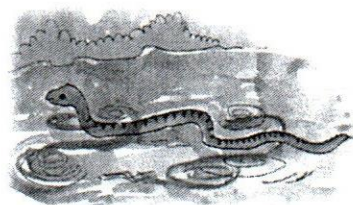
There's a little green frog swimming in the water
 A little green frog, doing what he oughter
 He jumped right off of the lily pad
 That the little duck bit and he said, "I'm glad
 I'm a little green frog swimming in the water.
 Glump glug, glump glug, glump glug glug"



There's a little black bug floating on the water
 A little black bug doing what he oughter
 He tickled the frog on the lily pad
 That the little duck bit and he said, "I'm glad
 I'm a little black bug floating on the water.
 Chirp bzz, chirp bzz, chirp bzz bzz"



There's a little red snake playing in the water
 A little red snake doing what he oughter
 He frightened the duck and the frog so bad
 He ate the little bug and he said, "I'm glad
 I'm a little red snake laying in the water.
 Wriggle hiss, wriggle hiss, wriggle hiss hiss"



Now there's nobody left sitting in the water
 Nobody left doing what he oughter
 There's nothing left but the lily pad
 The duck and the frog ran away, "I'm sad
 'Cause there's nobody left sitting in the water.
 Boo, boo, boo"

oughter - ought to

Activity 9

Answer these questions.

1. List out the actions that each animal is doing in the poem.
2. What are the words that describe each animal?
3. Imagine that you have to explain the poem in the form of a story to one of your friends. Write the story. Start like this.
Once there was a duck sitting in the water.....
4. Read the following poem.

Tiger
striped, fierce
leaping, pouncing, and snarling
I hope I never meet one in the night
ROAR!

Now write a poem about your favourite animal, using the following format.

Line 1: one word (subject of the poem)

Line 2: two words (adjectives) that describe Line 1

Line 3: three words (action verbs ending with “-ing”) that relate to Line 1

Line 4: four or five words or a complete sentence (feelings) that describe the subject or related to it in some way

Line 5: the sound that the animal makes



UNIT 02

Friends Indeed



ACTIVITY 01

Rewrite these in the possessive form using the apostrophe correctly.

e. g. :- The tie that belongs to Meena – Meena's tie.

1. The pen that belongs to Lahiru
2. The frock that belongs to Poorni
3. The towel that belongs to Balan
4. The shop that belongs to Maheem
5. The umbrella that belongs to Darren
6. The cup that belongs to the baby.....
7. The kennel that belongs to my puppy.....
8. The bat that belongs to Kusal.....
9. The tree house that belongs to my father
10. The story book that belongs to Themika.....



ACTIVITY 02

Rewrite these using the contracted form.

e. g. :- Look, there is nothing in my hands.

Look, there's nothing in my hands.

1. Let us clean the dining room.
.....
2. I would prefer a glass of milk in the morning.
.....

3. We should not disturb the students in the library.
.....
4. You are good learners.
.....
5. They are not in my class.
.....
6. Thewmika has not come to the cricket match yesterday.
.....
7. Dogs do not climb trees.
.....
8. We are not in grade eight.
.....
9. We should not run on the road.
.....
10. We will go to see a movie tomorrow.
.....



ACTIVITY 03

Correct the errors in the following sentences. Use the apostrophe correctly.

1. We should always listen to our parent's advice.
.....
2. Aunty Monica had twin baby girls'.
.....
3. Uncle Naleen bought ten kilos of potatoes' at the fair.
.....
4. My pet dog has broken it's leg.
.....

5. Im' Punara.

.....

6. Its going to rain again, so you'd better bring your umbrella.

.....

7. My brothers' name is Chenuka.

.....

8. My mother isnt' a house wife.

.....

9. We ll be in grade eight next year.

.....

10. Childrens' TV programmes are telecast in the evening.

.....



ACTIVITY 04

Can you write these using the apostrophe?

1. This is _____ textbook.(Thamal)

2. The _____ T-shirt is pink.(girl)

3. Are these _____ coins?(Damhiru)

4. The _____ teddy bear is brand new.(baby)

5. _____ wash our own clothes.(let us)

6. My coach is very clever. _____ train you well for the athletic meet.(He will)

7. My country is an island . _____ in the Indian Ocean.(It is)

8. _____ going to school early in the morning.(She is)



ACTIVITY 05

Opposite words of the given word list are hidden in the cage. Circle them and write against the relevant word.

E	M	Q	F	S	B	I	G	J	B	P	E	F	G	N	W	E	T	K	E
A	I	V	M	A	L	A	S	T	M	G	L	K	U	W	J	Y	H	T	J
S	R	A	D	O	L	B	M	K	K	S	I	M	O	O	P	U	R	D	N
Y	I	S	W	D	A	R	K	K	M	B	G	S	H	O	R	T	L	T	R
L	G	Y	A	V	G	B	Z	T	V	L	H	K	L	T	H	G	Y	A	U
S	H	F	U	L	L	X	L	P	X	P	T	C	P	S	A	T	O	F	D
T	T	O	O	K	G	U	X	D	O	F	Y	I	K	O	R	F	L	V	I
G	B	N	D	X	C	S	B	I	K	A	I	G	A	T	D	O	D	G	F
P	N	S	V	I	R	E	A	K	P	S	A	C	A	I	V	S	Y	V	F
O	N	O	F	J	Z	J	C	K	V	T	C	E	O	P	U	S	K	F	I
R	V	F	L	H	R	U	K	C	T	Y	O	A	L	O	G	N	D	Q	C
F	I	T	H	I	N	H	G	H	O	R	N	C	G	C	E	R	B	N	U
D	V	T	G	S	I	M	I	W	O	L	H	V	O	W	A	K	D	B	L
F	F	F	P	I	N	G	R	L	V	L	D	A	O	H	G	C	K	R	T
B	I	S	L	D	H	T	H	F	S	E	O	X	D	C	Z	B	G	Z	N
Z	R	L	L	U	F	Q	F	Y	T	F	W	S	A	F	D	T	B	I	P
M	S	D	L	O	W	H	T	R	N	T	N	K	C	L	O	S	E	D	B
H	T	L	R	R	E	C	L	E	A	N	G	F	V	P	U	L	W	R	K
O	U	L	L	Y	E	W	P	H	K	N	I	N	Y	Z	N	O	K	Z	J
T	U	E	M	H	A	O	Z	G	S	N	T	U	O	B	Y	O	U	N	G

Bad		Slow	
High		Long	
Empty		Up	
First		Dry	
Soft		Old	

Small		Out	
Fat		Open	
Cold		Dark	
Dirty		Front	
Left		Easy	



ACTIVITY 06

Rewrite the following sentences using the similar words given below for the underlined words.

relax/ fast/ gift / happy/ rich/ alike

1. Manuth was glad because he won the race.
2. When the bell rang, Ammar ran to the canteen quickly.
3. The wealthy man donated some books to the school library.
4. We gave a very useful present to my mother for her birthday.
5. We decided to rest for some time after cleaning the classroom.
6. The two sisters looked the same in their new dresses.



ACTIVITY 07

Match the words which have similar meanings (synonyms).

fast	large
huge	cheap
pretty	skinny
happy	beautiful
inexpensive	small
thin	quick
tiny	delighted



ACTIVITY 08

Read the poem 'I Lost My Head' and fill in the gaps with the opposite of the word in the bracket.

.....I go to sleep each night (after)

Iremove my head, (last)

and set it gently upon (up)

the night stand by my bed.

And every when I wake (evening)

I stretch my arms and yawn,

then pick my head up carefully

and put it right back on.

I put my head on (forward)

when I woke up (today)

and every time I turned my head,

I looked the other way.

I walking into walls (finished)

and falling the stairs. (up)

I stumbled into tables

and I tumbled chairs. (under)





ACTIVITY 09

Read and find the mistakes of the following sentences. Correct them and write in the space provided.

- a) This is Samans book.
- c) Nandanis mother is a teacher.
- b) Is this Rajmis bag?
- d) That is Nipunis' umbrella.
- e) There are some pencils in my brothers bag.
-

Unit 02 – Friends Indeed (Grade 7)

Activity 8 – Pg 20

This is Thamal's garden. As you enter the garden there are five oval shaped cement steps that lead to the house. His house is in the middle of the garden. To the left of the entrance to the house, there is a square shaped pond. On the same side, there is a garden bench a few meters away from it. On the opposite side of the house, there is a well. At the backend of the house, there is a rectangular shaped flowerbed with two mango trees right beside it.



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 III - SEMESTER I

Literary Theory in English - ELIT 3101

<i>Faculty</i>	<i>Department / Section/Division</i>
<i>Humanities and Education</i>	<i>English</i>

<i>INSTRUCTIONS TO CANDIDATES</i>	<i>Duration of the examination = 03 hours</i>
<i>Answer FOUR (4) questions selecting one from each section.</i>	<i>Date: 2021.04.24</i>
<ul style="list-style-type: none"> • <i>Each question from Section A - C carries 20 marks</i> • <i>Section D carries 10 marks.</i> 	<i>Candidates could be disqualified if you violate examination rules.</i>
<i>Question 01 is compulsory.</i>	<i>Candidates are not allowed to communicate with and disturb fellow candidates during the examination.</i>

- ❖ **Answer FOUR (4) questions selecting one from each section.**
- ❖ **Each question from Section A - C carries 20 marks.**
- ❖ **Section D carries 10 marks.**
- ❖ **Question 1 is compulsory.**

SECTION A (Compulsory)

QUESTION 1

When reading Aldous Huxley's Brave New World, it is noted that there are similarities between the model of society that is presented in Plato's The Republic and fictional societies in Brave New World. Discuss. (20 MARKS)

OR

QUESTION 2

Oedipus Rex is Aristotle's ideal tragedy because it has the perfect tragic character that moves from happiness to misery due to hamartia (tragic flaw) and the play evokes pity and fear that produces the tragic effect, catharsis. Discuss. (20 MARKS)

SECTION B

QUESTION 3

Some of the main focuses of the Marxist Literary Theory are the importance of labour, capital and social evolution. Select a drama, film and a novel and describe how the Marxist Literary Theory is reflected through.

OR

QUESTION 4

“Many literary works of diverse literary genres explicitly and implicitly discuss the perpetual class struggle of society which is a result of class distinction and labour exploitation”. Substantiate this statement with reference to any three examples of literature.

SECTION C

QUESTION 5

Given below is an excerpt from Enid Blyton’s children’s story *The Pole Star Family* published in 1950. Enid Blyton (1897-1968) was an English author.

The *Pole Star* is the name of the ship the characters are travelling on.

Read the passage carefully. Write an analysis of the passage using Edward Said’s theory of Orientalism.

Chapter 11: A Queer Kind of Shopping

The *Pole Star* went on to North Africa. The children stood at the deck-rail and watched the land gradually coming nearer and nearer. They saw a big city spreading before them, a city of gleaming white buildings and wide streets.

“This is Casablanca,” said Daddy. “If you are good I’ll take you ashore and let you go shopping in the bazaars—little streets of native shops where you can buy almost anything!”

“We’ll buy presents to take home,” said Mummy. “We won’t go to any of the big shops in the wide streets. We’ll go, as Daddy says, to the little native ones.”

So, feeling very thrilled, the three children stepped ashore at Casablanca, their money in their purses.

A taxi took them to the streets of little shops. But almost at once Ann turned to her mother in disgust. “Mummy! There’s the most awful smell. I can’t bear it.”

“Oh, there’s always an awful smell in these places,” said Mummy. “Look, here is my bottle of smelling-salts. Hold it to your nose.”

Poor Ann was nearly sick with the smell of the dirty streets. The others put their handkerchiefs over their noses. They looked with interest at the queer little shops. They sold all kinds of things—hand-made brooches, rings and bracelets, beautiful pottery, queer slippers with turned-up toes, bags, baskets, brass pots. . . .

“They’re all quite cheap,” said Daddy. “But you have to bargain for them.”

“What’s bargain?” asked Ann, still sniffing Mummy’s smelling-salts.

“Well, I say a low price, and the shopkeeper says a high price, and he comes down a bit, and I go up a bit, and in the end I pay about half what he asks,” said Daddy.

“But why don’t they put a proper price on, like we do at home?” asked Belinda. “It seems such a waste of time.”

“Ah, but they enjoy their bargaining,” said Daddy. “And they have plenty of time to waste. Now, watch me!”

Daddy wanted to buy some lovely dishes, patterned in all colours. He asked their price, but he spoke in French, because everyone spoke in French in Casablanca.

[...]

“I like the lovely things they sell, but oh, how very dirty everything and everybody is,” said Ann. “Look at that meat—and those sweets—all crawling with flies! Why aren’t the people cleaner?”

“Perhaps because they haven’t been taught to be!” said Mike. “Well, we often grumble at having to wash our hands and put on clean clothes, but I’d rather do that too often than not enough, like these people. I shan’t grumble about having to be clean any more, now I see what happens when people are dirty.”

“Mummy, stop! Look at this darling little baby,” said Belinda, suddenly. “But oh, Mummy, it’s got flies crawling all round its poor eyes!”

“Poor little thing,” said Mummy, trying to brush them away. But they came back again at once. “I’m afraid a good many babies go blind because of these dreadful flies. Oh dear, such a beautiful city, and such lovely things in it—but at the back of it all, so much dirt and so many horrid sights.”

“I didn’t know before how lucky we are to be born in Britain,” said Mike. “Why, we might have been born one of these poor little babies, in all this dirt and smelliness!”

“I think I’m going to be sick,” said Ann. “I want to go back. It smells so bad. I don’t want to come here again, not even to buy these lovely things.”

OR

QUESTION 6

Given below is a poem by Oodgeroo Noonuccal (1920- 1993), who was an Australian Aboriginal writer.

Read the poem carefully and analyze it from a postcolonial perspective.

We Are Going

by Oodgeroo Noonuccal

They came in to the little town
 A semi-naked band subdued and silent
 All that remained of their tribe.
 They came here to the place of their old bora* ground
 Where now the many white men hurry about like ants.
 Notice of the estate agent reads: 'Rubbish May Be Tipped Here'.
 Now it half covers the traces of the old bora ring.
 "We are as strangers here now, but the white tribe are the strangers.
 We belong here, we are of the old ways.
 We are the corroboree* and the bora ground,
 We are the old ceremonies, the laws of the elders.
 We are the wonder tales of Dream Time, the tribal legends told.
 We are the past, the hunts and the laughing games, the wandering camp fires.

 We are the lightening bolt over Gaphembah Hill
 Quick and terrible,
 And the Thunderer after him, that loud fellow.
 We are the quiet daybreak paling the dark lagoon.
 We are the shadow-ghosts creeping back as the camp fires burn low. We are nature and the past,
 all the old ways
 Gone now and scattered.
 The scrubs are gone, the hunting and the laughter.
 The eagle is gone, the emu and the kangaroo are gone from this place.
 The bora ring is gone.
 The corroboree is gone.
 And we are going."

*bora - an initiation ceremony for young boys being welcomed to adulthood. The word "bora" also refers to the site on which the initiation ceremony is performed.

*corroboree – a festival with songs and dances by which the Australian aborigines celebrate events of importance

SECTION D

Write short analyses on **2 of the following**:

QUESTION 7

Plato's allegory of the cave.

QUESTION 8

A brief on the key words of Marxist Literary Theory.

QUESTION 9

How the position of women is elaborated in a feminist poem of your choice.

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



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 III - SEMESTER I

Research Methodology - ELAN 3103

Faculty	Department / Section/Division
Humanities and Education	English

INSTRUCTIONS TO CANDIDATES	Duration of the examination = 03 hours.
Answer <i>all</i> questions.	Date: 2021.04.25
	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 1

“Research is finding answers to questions in an organized and logical and systematic fashion”.

Discuss. (10 marks)

QUESTION 2

(a) How is quantitative research different from qualitative research? (10 marks)

(b) Describe the difference between probability sampling and non-probability sampling. (10 marks)

QUESTION 3

Using a suitable example, describe the steps that should be followed in conducting an experimental study. (15 marks)

QUESTION 4

Write short descriptions of each of the following: (25 marks)

- Action research cycle
- Descriptive statistics
- Qualitative ethnography
- Case studies
- Qualitative interviewing

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



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 III - SEMESTER I

ELT Curriculum in Sri Lanka - TESL 3102

Faculty	Department / Section / Division
Humanities and Education	English

<i>INSTRUCTIONS TO CANDIDATES</i>	<i>Duration of the examination = 03 hours</i>
<i>Answer FOUR (4) questions selecting one from each section.</i>	<i>Date: 2021.04.24</i>
<i>Each question carries 15 marks.</i>	<i>Candidates could be disqualified if you violate examination rules.</i>
	<i>Candidates are not allowed to communicate with and disturb fellow candidates during the examination.</i>

- ❖ **Answer FOUR (4) questions.**
- ❖ **Each question carries 15 marks.**

QUESTION 1

‘Backward design is a method of designing an educational curriculum by setting goals before choosing instructional methods and forms of assessment.’ (Wiggins and McTighe, 2008).

Discuss. Include the following points in developing your discussion.

- A cyclic process
- Stages involves in backward designing
- Examples of ELT curriculums in backward design
- Advantages of backward design over the other designs
- Its limitations

QUESTION 2

"Curriculum is the planned and guided learning experiences and intended outcomes, formulated through the systematic reconstruction of knowledge and experience, under the auspices of the school, for the learner's continuous and willful growth in personal-social competence." (Tanner & Tanner, 1975). Explain.

QUESTION 3

Write Short Notes on any **THREE** of the following.

- The role of ELT textbooks and teacher responsibility
- Curriculum implementation and the monitoring process
- Criteria for the selection of the content
- Blooms' Taxonomy and construction of ILOs
- Historical overview of theories of curriculum design

QUESTION 4

- Write an essay on different types of assessments used in ELT context. (08 marks)
- Analyze the following test items in terms of its aim, skills focused, technique, reliability and validity. (07 marks)

Test Item One

Write an essay on 'Internet ; a boon or a bane ?'. Use about 200 words.

Include the following: Its uses / how people misuse it / ethics in using internet

Test Item Two

Complete the telephone conversation using a phrase given in the box. One is done for you.

She is not here at the moment. / May I know your phone number?

She has gone to the library. / Will you ask her to ring me back when he returns?

Okay, I will tell her to call you back when she returns. / Can I speak with Maya , please

A: Hello, (i) can I speak with Maya , please?

B: Sorry, (ii) ----- .

A: Where has she gone?

B: (iii) ----- .

A: When is she likely to be back?

B: She is likely to be back in two hours.

A: (iv) ----- .

B: (v) ----- .

A: My phone number is 1234567890.

B: (vi) ----- .

A: Thank you.

B: You're welcome.

QUESTION 5

- a) Write a brief essay on the application of Tyler's Model in Curriculum Design. (10 marks)
- b) Compare Tyler's Model with Taba's Model of Curriculum Design. (05 marks)

QUESTION 6

"The tasks drive the processes of second language learning and linguistic and communicative competence are the outcomes of task work." (Willis, 1996)

- a) What are the specific features of Task Based Syllabus? (05 marks)
- b) 'Knowledge is not transmitted but constructed'. Briefly discuss. (05 marks)
- c) Communicative competence is the ultimate goal of language learning and teaching. Do you agree? Justify your viewpoint. (05 marks)

QUESTION 7

- d) Distinguish between child learning and adult learning. (07 marks)
- e) Write a brief essay on Activity Based Oral English Programme (ABOE). (08 marks)

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



Approved for Quality Management System

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE
COURSE CODE: LC - 0845

MID SEMESTER EXAMINATION QUESTION PAPER

YEAR III - SEMESTER I

ELT Curriculum in Sri Lanka- TESEL 3102

Faculty	Department / Section/Division
Management, Humanities and Social Sciences	Education and Languages
INSTRUCTIONS TO CANDIDATES	Date of the examination = 2021.04.20
This paper has five (05) questions. Each question carries 20 marks.	Duration of the examination = 1 ½ hours
Answer three (03) questions only.	Candidates could be disqualified if you violate examination rules.
Use separate sheets of paper provided for answering.	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.

- This paper has five (05) questions.
- Answer three (03) questions only.
- Each question carries 20 marks.

QUESTION 01

Define the term 'Curriculum' by referring to eight salient features of it. Support your answer with examples when necessary.

(20 marks)

QUESTION 02

Write short notes.

- Child Learning vs. Adult Learning
- Principles of content selection and organization
- Key aspects to be taken into consideration in selecting methodologies

(6 + 7 + 7 = 20 marks)

QUESTION 03

Write an essay on three main approaches to curriculum development: forward design, central design and backward design. Provide examples of types of ELT syllabi in your discussion.

(20 marks)

QUESTION 04

Evaluation is one of the main components of the curriculum. Discuss different types of assessment: formative VS summative, formal VS informal and norm-reference vs. criterion reference referring to their characteristics, purposes and advantages.

(20 marks)

QUESTION 05

- a) Write a brief essay on Activity Based Oral English Programme (ABOE).
- b) 'Knowledge is not transmitted but constructed'. Briefly discuss this statement.

(10 + 10 = 20 marks)

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



Approved for Quality Management System

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

COURSE CODE: LC-0845

MID SEMESTER EXAMINATION QUESTION PAPER

YEAR III – SEMESTER I

Literary Theory in English-ELIT 3101

Faculty	Department / Section/Division
Management, Humanities and Social Sciences	Education and Languages
INSTRUCTIONS TO CANDIDATES	Date of the examination = 2020.04.20
This paper has five (05) questions. Each question carries 20 marks.	Duration of the examination = 1 ½ hours
Answer two (02) questions, selecting one (01) each from Section A and Section B. Section C is compulsory.	Candidates could be disqualified if you violate examination rules.
Use separate sheets of paper provided for answering.	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.

- This paper has five (05) questions.
- Each question carries 20 marks.
- Answer two (02) questions, selecting one (01) each from Section A and Section B.
- Section C is compulsory.

SECTION A

QUESTION 01

Given below is an extract from Sam Selvon's essay "Three into one can't go - East Indian, Trinidadian or West Indian?" published in *Wasafari*. Sam Selvon was a West Indian writer.

Read the passage very carefully and analyze it from a postcolonial viewpoint. In your answer, discuss the main issues that are highlighted by Selvon in the extract.

(20 marks)

When I was a little boy growing up in San Fernando, there was a dark old Indian named Sammy who came around to our street selling fish. He was partly paralyzed and walked with a limp, dragging one foot after the other, and when he sat down he could not get up without the aid of his walking stick. Customers had to help him lift

the tray of fish off his head and back on again, and the scales shook in his hands as he weighed the fish. He was the butt of the neighborhood, and we teased and jeered at him whenever he came. One day he turned up with a white man toting the fish for him: I learnt afterwards that he was an escaped convict from Devil's Island whom Sammy had come across on the beach and took in hand to be his assistant. I was furious with the old Indian for putting the white man in such a humiliating position. My heart went out in a wave of sympathy and dismay for him in a way it never did for the poor crippled Indian struggling to earn an honest living.

[...] [T]his gut feeling that I had as a child, that the Indian was just a piece of cane trash while the white man was to be honored and respected - where had it come from? I don't consciously remember being brainwashed to hold this view either at home or at school.

[...] If I try to explain it, I can only say that it was some vague and undefined concept which I accepted without question as washing my face or brushing my teeth in the morning when I got up. White people were the rich ones and the bosses, living in big houses and driving in motor cars; they were the people in charge of everything.

QUESTION 02

Given below is a paragraph extracted from Frantz Fanon's book *Black Skin, White Masks*.

Read the passage very carefully and answer the question given below.

- I. According to Fanon, what are the characteristics of a colonized group of people?

(20 marks)

Every colonized people - in other words, every people in whose soul an inferiority complex has been created by the death and burial of its local cultural originality finds itself face to face with the language of the civilizing nation; that is, with the culture of the mother country. The colonized is elevated above his jungle status in proportion to his adoption of the mother country's cultural standards. He becomes whiter as he renounces his blackness, his jungle. In the French colonial army, and particularly in the Senegalese regiments, the black officers serve first of all as interpreters*. They are used to convey the master's orders to their fellows, and they too enjoy a certain position of honor.

*Interpreters - translators

(20 marks)

SECTION B**QUESTION 03**

In an exclusively male dominant society, a woman cannot be herself because she is always judged by the male point of view. Comment on the statement drawing examples from feminist poetry.

(20 marks)

QUESTION 04

Women's emancipation and women's struggle for freedom is well-depicted in *A Doll's House* by Henrik Ibsen. Do you agree?

(20 marks)

SECTION C**QUESTION 05**

Write short notes on two of the following areas.

- I. Feminist issues discussed in Sri Lankan literature. Cite examples from the Sri Lankan context.
- II. Women's struggle for freedom portrayed in feminist poetry.
- III. Postcolonialism as a way of seeing.
- IV. The Orient.

(10 x 2 = 20 marks)

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



END SEMESTER EXAMINATION QUESTION PAPER

CODE - 2P

Approved for Quality Management System

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

COURSE CODE: LC - 0845

YEAR III - SEMESTER I

WORLD LITERATURE IN ENGLISH - ELIT 3102

Faculty	Department / Section/Division
Humanities and Education	English

INSTRUCTIONS TO CANDIDATES	Date of the examination: 2020.03.08
<u>First question is compulsory</u>	Duration of the examination = 03 hours
Answer one question from section B, C and D	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.	

- * **The first question (Section A) is compulsory**
- * **Answer one question from Section B, C and D.**
- * **Each question carries 15 marks**

SECTION A (COMPULSORY)

QUESTION 01

Write short notes on the following areas.

(05 x 3= 15 marks)

A) The act of waiting in *Waiting for Godot*.

B) Compare and contrast *Wuthering Heights* and *Thrushcross Grange*.

C) Nostalgia in "The Slave's Dream" by H.W. Longfellow and "Island Man" by Grace Nichols.

SECTION B**QUESTION 02**

Thomas Hardy's short story "Tony Kytes - The Arch Deceiver" revolves around the themes of love and deception. Comment. (15 Marks)

OR**QUESTION 03**

"The Martyrs Corner" by R.K. Narayan is a typical Narayan's work that portrays a downfall of a man under tragic circumstances. Comment. (15 Marks)

SECTION C**QUESTION 04**

Discuss in what conditions the protagonist Meursault becomes an outsider to the pretty orthodox world we live in. (15 Marks)

OR**QUESTION 05**

The Outsider by Albert Camus is known to be a philosophical and psychological fiction that brought the novel into a new level in mid-20th century. Do you agree? (15 Marks)

SECTION D**QUESTION 06**

Discuss *Death of a Salesman* by Arther Miller as a Modern Tragedy in which the downfall is a two way process. (15 Marks)

OR**QUESTION 07**

Comment on the intense relationship of Willy Loman and Linda Loman in the perspective of "husband and wife" in the modern capitalistic society. (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 III – SEMESTER I

RESEARCH METHODOLOGY – ELAN 3103

Faculty	Department / Section/Division
Humanities and Education	English

INSTRUCTIONS TO CANDIDATES	Date of the examination: 2020.03.08
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

- (i) What is research? Why is conducting research important in any field of study? (08 marks)
- (ii) How is qualitative research different from quantitative research? (07 marks)

QUESTION 02

“Conducting an experimental study involves several steps”. Using a suitable example, describe different stages of an experimental study. (15 marks)

QUESTION 03

Describe different sampling methods used in quantitative and qualitative research. (15 marks)

QUESTION 04

- (i) Using examples where necessary, describe three different data collection methods used in qualitative research. (09 marks)
- (ii) Suppose you have collected interview data for a qualitative study. Describe the stages that you would follow in analyzing your data. (06 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 III - SEMESTER I

LESSON PLANNING AND MATERIAL DESIGNING- TESL 3101

Faculty	Department / Section/Division
Humanities and Education	English

INSTRUCTIONS TO CANDIDATES	Date of the examination: 2020.03.07
Answer question ONE (01) and THREE (03) OTHERS.	Duration of the examination = 03 hours plus ½ an hour reading time.
Candidates could be disqualified if you violate examination rules.	Total Marks = 60 marks
Candidates are not allowed to communicate with and disturb fellow candidates during the examination.	

- Answer question **ONE (01)** and **THREE (03) OTHERS.**
- First question carries **18 marks** and others carry **14 marks** each.
- **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 (COMPULSORY)

You are given Lesson unit Two from Grade Ten Pupil's Text and the corresponding unit in the work book in annexure I. Examine them carefully and evaluate the suitability of this unit to the intended grade.

(18 marks)**QUESTION 02**

- A. You have been asked to give guidelines on "Adapting Course Materials" to a group of trainees following a TESL course in a National College of Education. Write the guidelines you would give them.
- B. Select **two (02) activities** from the lesson unit in **annexure I** which you think need adapting. State why they need to be adapted and how you would adapt them.

(08 marks)**(06 marks)**

QUESTION 03

- A. Do you think the newspaper would be a good resource to be used as a supplementary material in the English language classroom? Give your reasons. **(06 marks)**
- B. Describe **four (04)** activities you would do with a group of Grade Eleven students using the news item below, to improve their communication skills. You should mention the aim of each activity. **(08 marks)**

Dog, mercilessly attacked with machete, discharged after treatment

20 February 2020



By Dinesh Upendra

A pet dog that was attacked with a machete by an unidentified individual had been treated and discharged yesterday from the Kurunegala Veterinary Hospital after a four-hour surgery.

The dog sustained severe injuries last Tuesday in Kuliypitiya and the sadistic attack went viral on social media platforms.

The dog's owner, Nilantha Ruwan Sampath, said his pet underwent urgent treatment at the Kurunegala Veterinary Hospital and that the machete lodged in the animal's skull was surgically removed. He said the heartless attacker had not been identified yet and that he hoped to lodge a complaint with the police in this regard.

QUESTION 04

- A. What are supplementary materials and why do teachers use them in the classroom? **(06 marks)**
- B. State what type of material each of these is and describe briefly how you would use them with your students. Mention the grade of the students and the aim of the activity. **(08 marks)**

i) A lovely little girl was holding two apples with both hands. Her mom came in and softly asked her little daughter with a smile: my sweetie, could you give your mom one of your two apples?

The girl looked up at her mom for some seconds, then she suddenly took a quick bite on one apple, and then quickly on the other. The mom felt the smile on her face freeze. She tried hard not to reveal her disappointment.

Then the little girl handed one of her bitten apples to her mom, and said: mommy, here you are. This is the sweeter one.

ii) Sardar: You cheated me.

Shopkeeper: No, I sold a good radio to you.

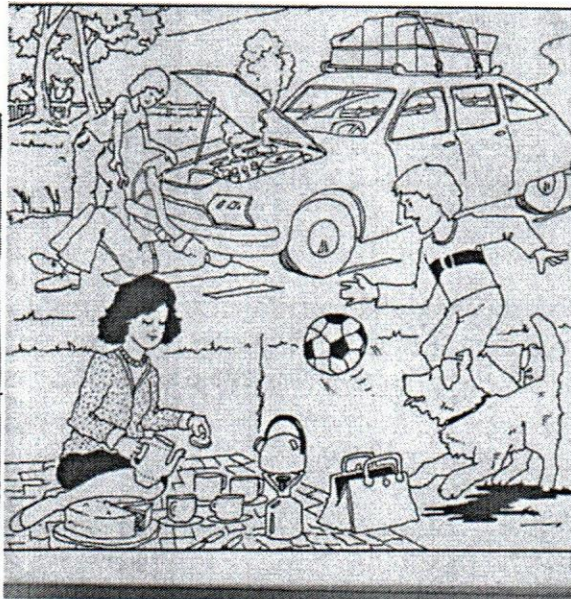
Sardar: Radio label shows Made in Japan but radio says this is 'All India Radio!'

iii)



"DON'T WORRY ABOUT WHAT THE TEACHER SAYS. SHE'S BEEN IN KINDERGARTEN FOR 15 YEARS."

iv)



QUESTION 05

There are some factors which may change a lesson plan into a "good lesson plan". What would they be? List down the factors. **(14 marks)**

QUESTION 06

You are getting ready to teach "The Present Perfect Tense" to a group of Grade Nine students. Write the lesson plan. **(14 marks)**

QUESTION 07

A friend of yours is trying to make a lesson plan for a listening lesson based on a recorded telephone conversation. Given below is what she has prepared. Identify the strengths and weaknesses of the lesson plan and give your comments to improve it further. **(14 marks)**

Theme: Catching up on news

Skills: Listening for specific information, inferring relationships, inferring meaning

Grammar focus: Present perfect

Vocabulary: news, argument, competition, driving test, engaged, golf, kids, serious, surprise, upset.

Preparation: Download the worksheet and make one copy for every two students. Cut each copy as shown by the lines.

- i) Tell students they are going to hear a telephone conversation between an American man and a woman. Tell them to put their pens down and simply listen. When students are ready, play the recording.
- ii) Ask students to call out all the names they can remember. Write them on the board:
Answers: Kevin, Anne, Dennis, Becky, Kate.
- iii) Put students into pairs. Write these questions on the board and tell them to guess the answers:
 - a. What's the relationship between Kevin and Anne?
 - b. Who is Dennis?
 - c. Who are Becky and Kate?
- iv) After a few moments, review the answers with the class.
Answers: a. They are friends, perhaps brother and sister, b. Anne's husband, c. Anne and Dennis' children

10-310X010A

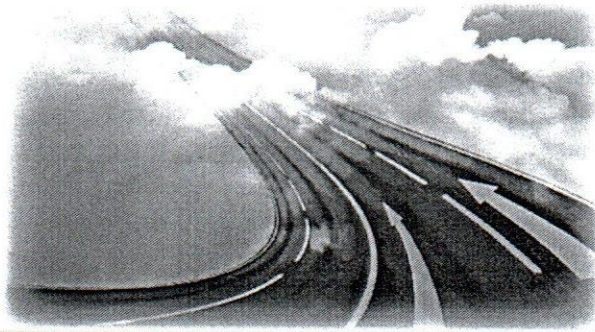
- v) Tell students you are going to play the recording again. Explain they should make notes on what news Anne gives about Dennis, Becky and Kate. Tell them also to note Kevin's news. Give them a few moments to try to remember any information they can, then play the recording.
- vi) Tell students to compare their notes, then go through the answers with the class. You may wish to write these down on the board and review the form and use of the Present perfect tense. Answers: Dennis has won a golf competition, Becky has had an argument with her boyfriend, Kate has passed her driving test Kevin: has got (gotten) engaged
- vii) Ask students if they can remember when each of these things happened? Tell students you will play the recording once more and they must shout 'Stop!' when they hear when each thing happened. Play the recording, stopping whenever students call out 'Stop!'. Give each student a question sheet from Worksheet 1 and allow them time to read the statements and check their answers. Then play the recording as they listen and check.

Accents	Speed	Activity type
---------	-------	---------------

American	Slow	note taking
----------	------	-------------

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

Annexure 01



ON YOUR WAY

02

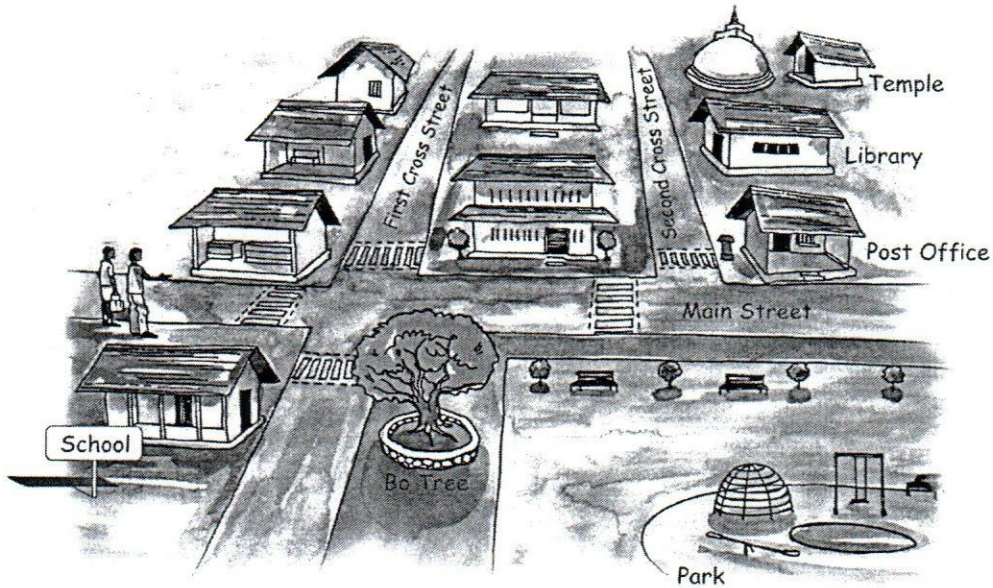
Role Play

- Arjun : Excuse me.
 Bhanuka : Yes, what can I do for you?
 Arjun : Can you please tell me where I can have a cup of tea?
 Bhanuka : Sure, you can try Leaf Cafe.
 Arjun : Leaf Cafe? Where is it?
 Bhanuka : It is on First Cross Street.
 Arjun : OK, how do I get there?
 Bhanuka : This is Main Street.
 Arjun : Mmm.....Main Street, OK.
 Bhanuka : Walk along this street, turn left to First Cross Street. Leaf Cafe is the second building on your left. The first building is the pharmacy.
 Arjun : Are there any other landmarks?
 Bhanuka : Well, when you walk along this street, you will pass the National Bank and the theatre on your right. Then, there is a communication centre next to the cafe.
 Arjun : Did you say that I will pass the National Bank and the theatre on my right and the cafe is between the pharmacy and the communication centre?
 Bhanuka : That's right. You have got it.
 Arjun : Thank you very much.
 Bhanuka : My pleasure.

Activity 01

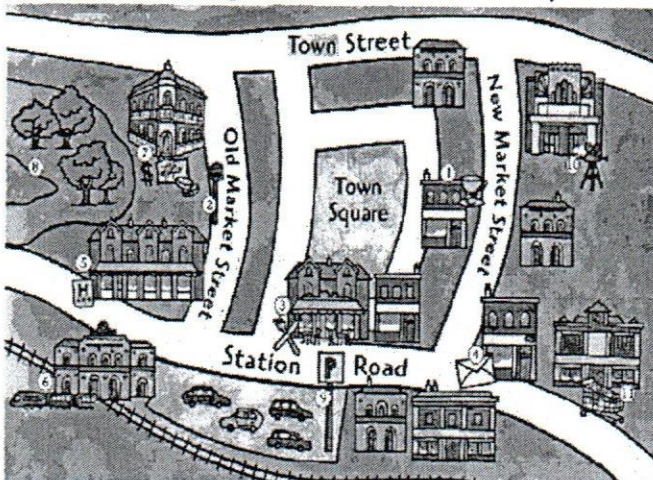
Writing

- 1) Draw a sketch of the following map in your exercise book and mark with arrows the way Arjun should go to get to the cafe.
- 2) Label the buildings on the map that Arjun should pass on his way to the cafe.
- 3) Mark Leaf Cafe on your map.



Activity 02

Identify the places and signs on the map given below and write the name of each place against the number given. Follow the example.



- 1 tea shop
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....
- 8.....
- 9.....
- 10.....
- 11.....

 **Activity 03**

(a) Study the map in Activity 2. State whether each of the followings is true or false.

- a) This is a picture of a city.
- b) There is a lot of traffic on the roads.
- c) The hotel is in front of the bank.
- d) There are many trees behind the cinema.
- e) The hotel is on the right hand side of the car park.
- f) There is a car park next to the railway station.
- g) The cinema is in the New Market Street.

(b) Where is the ball? Write the correct preposition below each picture.



.....



.....



.....



.....



.....



.....

- 1. behind
- 2. in
- 3. on the left
- 4. in front of
- 5. next to
- 6. on the right

 **Activity 04**

Draw a map of your school. Describe it using the above sentence patterns. You may begin like this:

My school is small /big /fairly big. There are five buildings.....

INTERNATIONAL STUDENTS' CONFERENCE MOSCOW

Vageesa and Yoga were selected to represent Sri Lanka at the International Students' Conference in Moscow. After the inauguration, each pair of representatives had to make a presentation about their country.

Activity 05

Read the following presentation made by the two representatives from China and complete the data sheet given at the end.

Ni Hao (nǐ hǎo)! Hello, friends. I'm Ming and this is my friend Yong. We are from the People's Republic of China, a country with an ancient civilization and a great history. Our traditional greeting is something like this: (cupped hands; left over right at chest height), but now we would mostly bow or shake hands.



The people of our country are called the Chinese and our inventions such as the compass, gunpowder, the art of paper-making and block printing have contributed immensely to the progress of mankind. China is the country with the largest population in the world. It is also the second largest country in the world with a land area of 9,706,961 square kilometres (km²). Beijing is the capital city of China. Now, my friend Yong will show you some pictures of our country. Over to you Yong.

Thank you Ming. This is the national flag of our country which has five stars in a red background. Mandarin Chinese is the official language of China and here are some Chinese characters. Renminbi is the currency of China. We have a fast growing economy as we export, import and manufacture many goods. Confucianism, Taoism and Buddhism are the major religions practised in our country. Over to you from here Ming.

Thank you Yong. If you come to China, there are many things for you to see, learn and enjoy. Look at these pictures. They are the main tourist attractions of our country. This is the Great Wall of China. This is the Forbidden City, a world heritage site that you can see in Beijing. You may have seen pictures of these

lovely animals. They are the giant Pandas, which are a threatened species. Our government along with its people are taking many steps to protect this endangered species. Yong, can you say something further about these tourist attractions?

Well, as Ming said, there are many tourist attractions in our country. Tourists can learn many different things here in China. We, the Chinese, are good at many things. One of them is the art of self-defence i.e., martial arts like Kung Fu and Wushu. Kung Fu originated in the Shaolin temples. Chinese circuses and chinaware are also famous all over the world.

If I told you that this is the end of our presentation, you might think that this is all we have to say about China. It is obvious that this single presentation done by the two of us will not cover everything about a great country like China. With that we conclude our presentation on China. Thank you! xiè xiè!*

* xiè xiè (syeh syeh) – the Chinese way of saying “Thank you”.

DATA SHEET

Name of the country:	Area:
Population:	Nationality:
Religion(s):	Language(s):
Greeting style:	National flag:
Tourist attraction(s):	Currency:
Economy:	Inventions:

Activity 06

Reading and Writing

Discuss with your partner and prepare a similar data sheet about Sri Lanka (You may add more details).

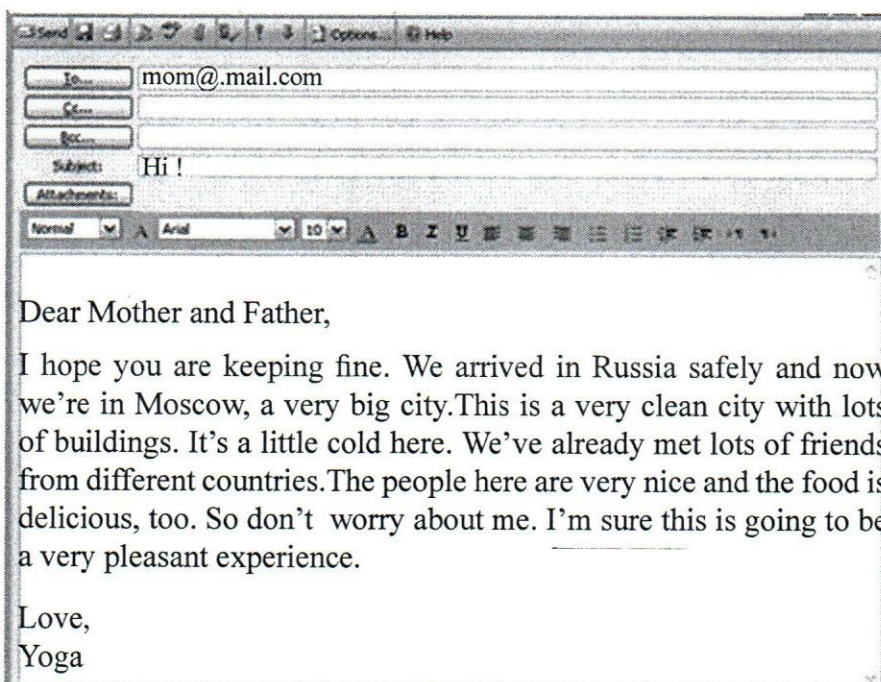
Activity 07

Speaking

Imagine that you are Vageesa and Yoga and make a similar presentation about Sri Lanka.

 **Activity 08**
Writing

Yoga wrote an email to her parents in Sri Lanka about her stay in Moscow.



Imagine that you are Yoga's father/mother. Write a reply to Yoga.

 **Activity 09**

Read the following text and answer the questions.

During the school vacation, I went on a trip with three of my friends to my uncle's farm in Bandarawela. This is what I wrote in my diary about what we saw on the farm.

It was a fine morning when we arrived in Round Hill Park. The surroundings of the farm was beautiful. I took many photos with my new camera.

On arrival at the farm, we saw **a herd of cattle** grazing in the field. My uncle came out to greet us and took all of us to the farm. There was **a bunch of ducks** swimming in the stream which flows behind the farmhouse. We sat in the garden and enjoyed a cup of tea.

There were different types of animals on the farm. We saw **a brood of chicken** and **a herd of goats** in the backyard. There was **a drove of pigs** in the pigsty.

A kit of pigeons flew into the compound and we fed them. My uncle told us to be careful as there was a beehive nearby. We saw **a swarm of bees** flying into the beehive and we ran into the house for safety.

We had a wonderful lunch that had been prepared by my aunt. In the evening, we returned to the hotel.

- 1) Who went on the trip?
- 2) What was the weather like that day?
- 3) How many different types of animals were there on the farm?
- 4) Why did the uncle tell the children to be careful of the bees?
- 5) Write a short description about a trip you went on recently.

Learning Point

Collective Nouns

Note the following phrases used in the text :

- a **bunch** of ducks
- a **brood** of chicken
- a **drove** of pigs

The words in bold are called **collective nouns**.

There are many other collective nouns apart from those that describe animals.

- E.g:
- a **chain** of islands
 - a **galaxy** of stars
 - a **panel** of experts
 - a **fleet** of ships
 - a **bunch** of bananas

Activity 10

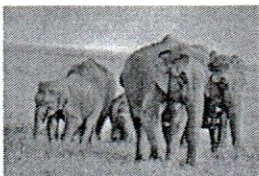
Write the correct collective noun under each picture.

a herd of

a bunch of.....

a brood of

a shelf of

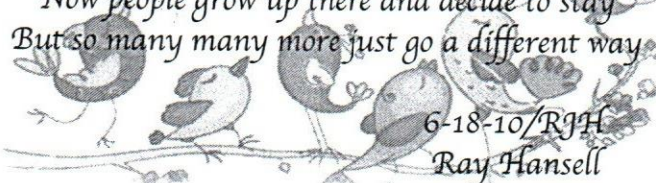


 Activity 11

Enjoy reciting!

My Hometown

Jersey City is where I was born
 I woke up to see many a dawns
 It's not a bad city, it was a place to live
 But there were many times it didn't forgive
 The streets were tough, the winter's cold
 It's city you can embrace, but one you can never hold
 The streets will own you and rule you
 There's not too much one can do
 After some years you'll be ready to leave
 It will no longer have the things you need
 That's when you know it's time to leave
 Because in the city you can longer believe
 Now people grow up there and decide to stay
 But so many many more just go a different way



6-18-10/RJH
 Ray Hansell

Answer the following questions.

1. What is the title of the poem?
2. Who is the poet?
3. How many stanzas are there in this poem?
4. What is the name of the city mentioned in the poem?
5. What are the rhyming words found in this poem?
6. Is the poet happy about his city? Give reasons for your answer.

Unit 2

On Your Way



ACTIVITY 01

What are the places that you can see in a city?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



ACTIVITY 02

What words would you use to describe your own village?

Eg: pleasant, beautiful, noisy, tranquil

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



ACTIVITY 05

Match the following collective nouns with the appropriate noun.

- | | |
|-----------------|-----------|
| a) a herd of | matches |
| b) a company of | flowers |
| c) a pack of | trees |
| d) a set of | elephants |
| e) a clump of | tools |
| f) a box of | actors |
| g) a bunch of | wolves |



ACTIVITY 06

Rewrite these sentences using collective nouns for the underlined phrases.

- a) There is a large number of people at the bus stop.

- b) I took five flowers to my aunt.

- c) Nine cows are eating grass in the field.

- d) The workers on the ship worked hard to rescue it.

- e) The people who work there in the office are very honest.

END SEMESTER EXAMINATION QUESTION PAPER

CODE - 2P

Approved for Quality Management System

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

COURSE CODE: LC - 0845

YEAR III - SEMESTER I

ELT CURRICULUM IN SRI LANKA- TESL 3102

Faculty	Department / Section/Division
Humanities and Education	English

INSTRUCTIONS TO CANDIDATES	Date of the examination: 2020.03.01
Answer FOUR questions.	Duration of the examination = 03 hours
Each question carries 15 marks.	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 FOUR questions. Each question carries 15 marks.

QUESTION 01 (15 marks)

"Curriculum is the planned and guided learning experiences and intended outcomes, formulated through the systematic reconstruction of knowledge and experience, under the auspices of the school, for the learner's continuous and wilful growth in personal-social competence." Tanner & Tanner (1975). Comment.

QUESTION 02 (15 marks)

"Curriculum Planning Approaches differ from one another according to how issues relating to input, process and output are addressed." Discuss.

QUESTION 03 (15 marks)

"Curriculum implementation involves only of the promotion of the knowledge and skills explicitly mentioned in a particular Curriculum". Do you agree? Discuss.

QUESTION 04 (15 marks)

Testing & Evaluation is an essential part of Curriculum.

- i) Write an essay on different types of assessments used in ELT education. (06 marks)
- ii) Explain the terms ‘Validity and Reliability.’ (04 marks)
- iii) Discuss three ways of increasing reliability of a test. (05 marks)

QUESTION 05 (15 marks)

Discuss the features of Sri Lankan School Curriculum, giving evidence from any English textbook used in Sri Lankan government schools.

QUESTION 06 (15 marks)

Write short notes only on **THREE** of the following topics.

- a) Content Organization (5 marks)
- b) Bloom’s Taxonomy of Learning (5 marks)
- c) Taba’s Model of Curriculum Design (5 marks)
- d) Origin and historical development of ELT curriculum (5 marks)
- e) The Process of Curriculum Implementation (5 marks)

-END OF THE QUESTION PAPER-



END SEMESTER EXAMINATION QUESTION PAPER

CODE - 2P

Approved for Quality Management System

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

COURSE CODE: LC - 0845

YEAR III - SEMESTER I

LITERARY THEORY IN ENGLISH - ELIT 3101

Faculty	Department / Section/Division
Humanities and Education	English

INSTRUCTIONS TO CANDIDATES	Date of the examination: 2020.03.01
First question is compulsory.	Duration of the examination = 03 hours
Answer any <u>three</u> questions from Section B.	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.	

- * **The first question (Section A) is compulsory.**
- * **Answer any three questions from Section B.**
- * **Each question carries 15 marks.**

Section A - Compulsory

Question 01

Select **two** questions and write short notes.

(08 + 07= 15 Marks)

- a) Labour exploitation is a major concern which is addressed in Marxist Literary Theory. Briefly discuss how it is portrayed in plays. (08 Marks)

OR

- b) According to Marxist Literary Theory, class-based social system is the root of social discrimination. Validate this statement with reference to any literary genre of your choice. (08 Marks)

- c) Discuss the importance of Anna Maria's character portrayal to the main theme of *A Doll's House*. (07 Marks)

OR

- d) Discuss briefly how the power relationships are portrayed in feminist poetry. (07 Marks)

Section B

Answer any three questions.

Question 02

Examine the influence of the utopian state in Plato's *Republic* on Aldous Huxley's *Brave New World*. (15 Marks)

Question 03

Plato's and Aristotle's insights into literature have more or less uninterruptedly influenced the development of literature and literary theory to the present. Discuss. (15 Marks)

Question 04

Given below is an extract from Enid Blyton's children's story titled *The Secret of Killimoooin*. Enid Blyton was a British writer. The passage comprises a description of the Secret Forest in the imaginary country of Baronia. The character named Paul is the Prince of Baronia.

Read the passage carefully from the perspective of **Edward Said's Orientalism** and comment on the manner in which Enid Blyton, through the characters in this passage, describes the Secret Forest and the surrounding landscape. (15 Marks)

That first week was glorious. The children were allowed to do anything they wanted to, providing that Ranni or Pilescu was with them. (...) They went by car to the nearest big town, and rode in the buses there. They were quaint buses, fat and squat, painted blue and silver. Everything was different, everything was strange.

"England must have seemed very queer to you at first, Paul," said Mike to the little prince, realizing for the first time how difficult the boy must have found living in a strange country.

Paul nodded. He was very happy to show his friends everything. Now, when he was back at school again in England, and wanted to talk about his home and his country, Jack and Mike would understand all he said, and would listen gladly.

Towards the end of the first week Pilescu made a suggestion. "Why do you not take your friends in the aeroplane, and show them how big your country is?" he asked Paul. "I will take you all."

"Oh yes, Pilescu - let's do that!" cried Mike. "Let's fly over the mountains and the forests, and see everything!"

"I will show you the Secret Forest," said Prince Paul, unexpectedly.

The others stared at him. "What's the Secret Forest?" asked Jack. "What's secret about it?"

"It's a queer place," said Paul. "Nobody has ever been there!"

"Well, how do you know it's there, then?" asked Mike.

"We've seen it from aeroplanes," said Paul. "We've flown over it."

"Why hasn't anyone ever been into this forest?" asked Peggy. "Someone must have, Paul. I don't believe there is anywhere in the whole world that people haven't explored now."

"I tell you no one has ever been in the Secret Forest," said Paul, obstinately. "And I'll tell you why. Look - get me that map over there, Mike."

Mike threw him over a rolled-up map. Paul unrolled it and spread it flat on a table. He found the place he wanted and pointed to it.

"This is a map of Baronia," he said. "You can see what a rugged, mountainous country it is. Now look - do you see these mountains here?"

The children bent over to look. The mountains were coloured brown and had a queer name - Killimooiin. Paul's brown finger pointed to them. "These mountains are a queer shape," said the little prince. "Killimooiin mountains form an almost unbroken circle - and in the midst of them, in a big valley, is the Secret Forest."

His finger pointed to a tiny speck of green shown in the middle of Killimooiin mountains. "There you are," he said. "That dot of green is supposed to be the Secret Forest. It is an enormous forest, really, simply enormous, and goodness knows what wild animals there are there."

"Yes, but Paul, why hasn't anyone been to see?" asked Mike, impatiently. "Why can't they just climb the mountains and go down the other side to explore the forest?"

"For a very good reason!" said Paul. "No one has ever found a way over Killimooiin mountains!"

"Why? Are they so steep?" asked Nora, astonished.

"Terribly steep, and terribly dangerous," said Paul.

"Does anyone live on the mountain-sides?" asked Peggy.

“Only goatherds,” said Paul. “But they don’t climb very high because the mountains are so rocky and so steep. Maybe the goats get to the top - but the goatherds don’t!”

“Well!” said Mike, fascinated by the idea of a secret forest that no one had ever explored. “This really is exciting, I must say. Do, do let’s fly over it in your aeroplane, Paul. Wouldn’t I just love to see what that forest is like!”

“You can’t see much,” said Paul, rolling up the map. “It just looks a thick mass of green that’s all, from the plane. All right - we’ll go tomorrow!”

This was thrilling. It would be grand to go flying again, and really exciting to roar over the Killimoin mountains and peer down at the Secret Forest. What animals lived there? What would it be like there? Had anyone ever trodden its dim green paths? Mike and Jack wished a hundred times they could explore that great hidden forest!

(...)

They climbed up into the aeroplane. “We will go all round Baronia,” said Pilescu, “and you will see, we shall fly over Killimoin country. It is wild, very wild. Not far from it is the little palace the King built last year, on a mountain-side where the winds blow cool. The summers have been very hot of late years in Baronia, and it is not healthy for children. Maybe you will all go there if the sun becomes much hotter!”

“I hope we do!” said Paul, his eyes shining. “I’ve never been there, Pilescu. We should have fun there, shouldn’t we?”

“Not the same kind of fun as you have in the big palace,” said Pilescu. “It is wild and rough around the little palace. It is more like a small castle. There are no proper roads. You can have no car, no aeroplane. Mountain ponies are all you would have to get about on.”

“I’d like that,” said Jack. He took his seat in the big plane, and watched the mechanics finishing their final checks on the plane. They moved out of the way. The engine started up with a roar. Nobody could hear a word.

(...)

“We’re off!” said Jack, with a sigh. “Where is the map? You said you’d bring one, Paul, so that we could see exactly where we are each minute.”

(...)

The children read out the names of the towns they flew over. “Ortanu, Tarrigon, Lookinon, Brutinlin - what funny names!”

“Look - there are mountains marked here. We ought to reach them soon.”

(...)

Ranni yelled back to the children. “Look out for the Secret Forest! We are coming to the Killimoin range now. Paul, you know it. Look out now, and tell the others.”

In the greatest excitement, the five children pressed their faces against the windows of the big plane. It was rising over steep mountains. The children could see how wild and rugged they were. They could not see anyone on them at all, nor could they even see a house.

(...)

The Secret Forest lay below the roaring, throbbing plane. It was enormous. The tops of the great trees stood close together, and not a gap could be seen. The plane roared low down over the trees.

"It's mysterious!" said Nora, and she shivered. "It's really mysterious. It looks so quiet - and dark - and lonely. Just as if really and truly nobody ever has set foot there, and never will!"

Question 05

Given below is an extract from an article published on the web page titled *CNN Travel*.

Read the passage carefully and analyze it from a **postcolonial perspective**.

(15 Marks)

The Guianas: South America's 'Lost World' Rediscovered

(CNN) - Taking time off from his Sherlock Holmes mysteries, Arthur Conan Doyle penned a tale about a remote corner of South America where dinosaurs and other colossal* creatures still roamed the earth.

Most readers thought "The Lost World" was entirely fiction. But Conan Doyle's far-fetched saga* was inspired by reports that explorers were bringing back from three small European colonies that border Brazil at the top end of South America: British Guiana, Dutch Guiana and French Guiana.

Nowadays they're the independent nations of Guyana and Suriname, and the French territory of Guyane (French Guiana).

For most of the past century -- since "The Lost World" was published in 1912 -- they've been little more than geographical trivia. Cricket legend Clive Lloyd hails from Guyana, and Guyane is famed for its Ariane rocket launches. But for the most part, the region has long flown beneath the radar of global awareness.

However, all three are finally stepping out from the shadows as their natural, historical and cultural wonders are discovered by travelers questing new worlds to explore.

While there may not be dinosaurs, the Amazon rainforest that covers around 80% of the three countries does harbor very large wildlife: giant river otters and giant anteaters, anacondas that can reach 28 feet (8.5 meters) in length, spiders as big as your hand, and a huge carnivorous river fish called the arapaima that makes piranhas seem like puppy dogs.

The region also boasts an incredible cultural melting pot*.

"Guyana" or "Guiana" is an Amerindian word that means "Land of Many Waters." But given how history unfolded, it could just easily mean land of many peoples or languages.

With English spoken in Guyana, Dutch the lingua franca of Suriname and French the mother tongue in Guyane, they are the only countries in South America where Spanish or Portuguese are not the official language.

After two centuries as a Dutch colony, Guyana was handed over to Britain in 1814 at the end of the Napoleonic Wars. The Dutch managed to retain control of an adjacent colony that centered around the Suriname River. Apparently, it was 17th-century Italians who first settled the Guyane coast, but it was the French who soon claimed a territory that would one day harbor their most notorious prison.

Guyana gained its independence in 1966, Suriname in 1975, while Guyane morphed* from French colony to overseas department in 1946 (and later voted against independence from France). But the die had already been cast in terms of their cultural identity and ethnic variety.

The colonial empires imported slaves and indentured servants to work the plantations, people from as far away as Java, India and West Africa. Together with the indigenous Amerindians and descendants of European settlers, they comprise one of the world's most diverse populations. And by extension, one of the most varied culinary* destinations.

As a lifelong fan of Conan Doyle -- and the Jurassic Park stories that his writing inspired -- I decided to discover South America's lost world for myself.

Colossal – extremely large

Saga – a long story

Melting pot – place where different peoples are mixed together

Morph – to change gradually

Culinary – related to cooking

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



CINEC Campus (Pvt) Ltd
Approved for Quality Management System

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE
COURSE CODE: LC – 0845

MID SEMESTER EXAMINATION QUESTION PAPER
YEAR III – SEMESTER I
ELT CURRICULUM IN SRI LANKA – TESL 3102

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

INSTRUCTIONS TO CANDIDATES	Date of the examination = 2019.12.01
Answer <u>THREE</u> questions only.	Duration of the examination = 1 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.

* Answer THREE questions only.

QUESTION 01

- a) Kerr defines curriculum as, “All the learning which is planned and guided by the school, whether it is carried on in groups or individually”.

Critically review this definition, paying attention to the characteristics of curriculum stated in it. (10 marks)

- b) Discuss two other significant characteristics worthy of discussion in relation to curriculum definitions. (05 marks)

QUESTION 02

Write short notes on any **THREE** of the following.

- ABOE
- Sociological Foundations of Curriculum
- Validity and Reliability of a Test
- Communicative Competence
- Outcome Based Education (OBE)
- Three Main Curriculum Goals of Sri Lanka (National Goals)

(3 x 5 = 15 marks)

QUESTION 03

- a) What are the main components of curriculum? (03 marks)
- b) What are the steps of Taba's Curriculum Model? (02 marks)
- c) Explain the principles of content selection and organization. (10 marks)

QUESTION 04

Write an essay on Product Oriented Syllabi and Process Oriented Syllabi providing examples and discussing their characteristics. (15 marks)

QUESTION 05

- a) How do learners learn content? Discuss in the light of behaviourism and constructivism. (09 marks)
- b) What are the key aspects to be taken into consideration in selecting methodologies? (06 marks)

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



CINEC Campus (Pvt) Ltd
Approved for Quality Management System

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE
COURSE CODE: LC – 0845

MID SEMESTER EXAMINATION QUESTION PAPER

YEAR III – SEMESTER I

Literary Theory in English-ELIT 3101

Faculty	Department / Section/Division
Management, Humanities and Social Sciences	Education and Languages
INSTRUCTIONS TO CANDIDATES	Date of the examination = 2019.12.01
This paper has five (05) questions. Each question carries 20 marks.	Duration of the examination = 1 ½ hours
Answer three (03) questions, selecting one (01) from each section. Question 5 is compulsory.	Candidates could be disqualified if you violate examination rules.
Use separate sheets of paper provided for answering.	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.

- This paper has five (05) questions.
- Each question carries 20 marks.
- Answer three (03) questions, selecting one (01) from each section.
- Question 5 is compulsory.

SECTION A

QUESTION 01

Choose a drama and a poem, which can be interpreted in Marxist literary perspective and comment how Marxism is reflected through them.

QUESTION 02

Social evolution and class-struggle are two main concepts of Marxist literary theory. Select two literary genres of your choice and validate how those two concepts are portrayed through the two genres that you selected.

SECTION B**QUESTION 03**

Discuss the impact and long-term contribution of the "three waves" in the establishment of feminism as a literary theory.

QUESTION 04

Comment on the way irregular and abnormal position of woman in the male-dominant society is discussed by feminist writers drawing examples from the texts that you have studied.

SECTION C**QUESTION 05**

"A Doll's House" by Henrik Ibsen explicitly and implicitly reveals both Marxist and feminist literary perspectives through characterization. Comment.

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



CINEC Campus (Pvt) Ltd
Approved for Quality Management System

EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE
COURSE CODE: LC – 0845

MID SEMESTER EXAMINATION QUESTION PAPER

YEAR III – SEMESTER I

World Literature in English - ELIT 3102

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

INSTRUCTIONS TO CANDIDATES	Date of the examination = 2019.12.01
This paper has six (06) questions. Each question carries 20 marks.	Duration of the examination = 1 ½ hours
Answer three (03) questions, selecting one (01) from each section.	Candidates could be disqualified if you violate examination rules.
Use separate sheets of paper provided for answering.	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.

- This paper has six (06) questions.
- Each question carries 20 marks.
- Answer three (03) questions, selecting one (01) from each section.

SECTION A

QUESTION 01

With specific reference to Beckett's drama *Waiting for Godot*, elaborate three features of the Theatre of the Absurd. Substantiate your answer using quotations from the text.

OR

QUESTION 02

Waiting for Godot is an Absurd drama that discusses the concepts of time, habit formation and memory. Comment on this statement using quotations from the drama.

SECTION B**QUESTION 03**

“The Garden Party” by Katherine Mansfield demands more understanding and recognition for the representative of the working class who in many circumstances are treated as social outcasts. Comment.

OR**QUESTION 04**

Discuss the portrayal of the protagonist, Laura as a split personality lost in the vanity of upper middle class and her sensitivity towards working class.

SECTION C**QUESTION 05**

Discuss the aesthetic and stylistic variations English literature has undergone at the hands of a representative group of writers from different communities with reference to three poems in the syllabus.

OR**QUESTION 06**

International writers writing in English express their views regarding the universal and culturally specific issues in their poems. Substantiate your answer with reference to two poems prescribed in your syllabus.

-----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

QUESTION PAPER

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 III - SEMESTER I	
ELAN 3103 - Research Methodology	

INSTRUCTIONS TO CANDIDATES	
Answer <i>all</i> questions.	Duration of the examination = 03 hours
	Date: 2019.09.29
	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

- (a) Describe the difference between *quantitative* and *qualitative* research paradigms. (07 marks)
- (b) While providing examples where necessary, describe different *sampling methods* used in quantitative and qualitative research. (08 marks)

Question 02

Provide short descriptions of the following methods used in qualitative research. (15 marks)

- Action research
- Ethnography
- Case study

Question 03

Using an example of your choice, describe different stages involved in an experimental study. (15 marks)

Question 04

- A. Suppose you have decided to conduct a study on the use of social media by the students of CINEC. Design a survey for data collection in your research project. The survey can be either qualitative, quantitative or a mixture of the two approaches. (08 marks)
- B. Write short notes on the following topics: (07 marks)
- (i) The scientific method
 - (ii) Variables

..... *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

QUESTION PAPER

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 III - SEMESTER I	
World Literature in English (ELIT 3102)	

INSTRUCTIONS TO CANDIDATES	Duration of the examination = 03 hours
This paper has TEN questions.	Date: 2019.09.28
Answer FOUR questions, selecting one from each section.	Candidates could be disqualified if you violate examination rules.
Each question carries 15 marks.	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.

- * **This paper has TEN questions.**
- * **Answer FOUR questions, selecting one from each section.**
- * **Each question carries 15 marks.**

SECTION A

QUESTION 1

The development of the relationship between Heathcliff and Catherine in *Wuthering Heights* takes place amidst many obstacles, and their union in the afterlife is strange, yet convincing. Substantiate this statement.

OR

QUESTION 2

In *Wuthering Heights*, Heathcliff, the man with boundless love and endless hatred in his heart finally wins the reader's sympathy and admiration due to diverse circumstances that constituted his love and hatred within him." Comment.

SECTION B**QUESTION 3**

The Outsider is a philosophical and psychological fiction that deviates from traditional orthodox fiction. Do you agree?

OR

QUESTION 4

How effective is the use of the first person point of view and the portrayal of the antihero in the characterization of Mersault in *The Outsider*?

SECTION C**QUESTION 5**

In *Waiting for Godot*, Samuel Beckett discusses the themes of habit formation and the interdependence of individuals. Do you agree? Substantiate your answer.

OR

QUESTION 6

Death of a Salesman is a modern tragedy which is caused by the flaws of the capitalistic society. Discuss.

OR

QUESTION 7

With reference to *Death of a Salesman*, comment on the development and consequences of the conflict between Willy Loman and Biff Loman.

SECTION D**QUESTION 8**

Thomas Hardy's short story "Tony Kytes, the Arch-Deceiver" reflects the position of women in the Victorian society. To what extent do you agree with this statement? Give reasons for your answer.

OR

QUESTION 9

Comment on three different themes that are discussed by different poets with reference to three poems prescribed in your syllabus.

OR

QUESTION 10

“The Martyr's Corner” is a short story that demonstrates the decline of a person due to social and personal circumstances.

... .. *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

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

COURSE CODE: LC - 0845

END SEMESTER EXAMINATION QUESTION PAPER

YEAR III - SEMESTER I

LESSON PLANNING AND MATERIAL DESIGNING - TESL 3101

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

INSTRUCTIONS TO CANDIDATES	Date of the examination = 2019.09.22
<i>Answer question ONE (01) and THREE (03) others.</i>	Duration of the examination = 3 hours plus ½ an hour reading time.
	Candidates could be disqualified if you violate examination rules.
	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.

- Answer question ONE (01) and THREE (03) OTHERS.
- First question carries **18 marks** and others carry **14 marks** each.
- **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

You are given a **Lesson Unit** from **Grade Ten Pupil's Text** and the corresponding unit in the work book in **annexure I**. Examine them carefully and evaluate. (18 marks)

Question 02

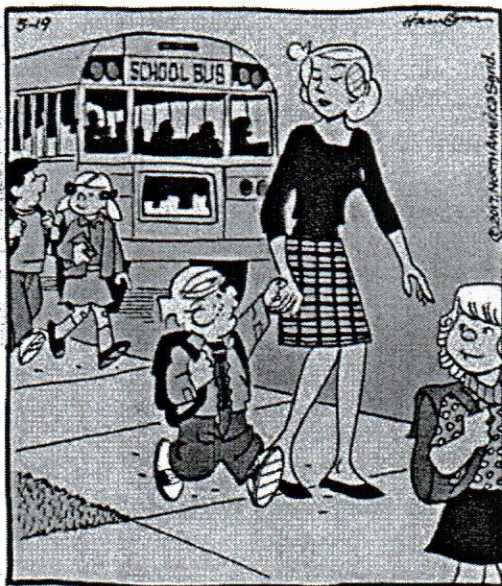
- Discuss in detail four (04) different ways in which a course material could be adapted and the reasons for adapting. (08 marks)
- Select **two (02) activities** from the lesson unit in **annexure I** which you think needs adapting. State why they need to be adapted and how you would adapt them. (06 marks)

Question 03

- A. The newspaper is an ideal supplementary material that could be used effectively in the English language classroom. Do you agree? Give your reasons. (08 marks)
- B. Describe three activities that could be done to enhance the language competence of a group of Grade Seven students using the newspapers. (06 marks)

Question 04

- A. Write a brief essay on "Supplementary Materials". (08 marks)
- B. Describe two activities you would do with each of the supplementary materials given below with a group of Grade Nine students. (06 marks)



i) "I'M SURE I'LL BE PROMOTED THIS YEAR. MY TEACHER SAID EITHER I GO, OR SHE GOES!"

- ii) In fifth grade, my teacher loathed me. She would do anything to make me cry and sent me to the principal's office any chance she got. Don't believe me? I'm left handed. So still, to this day, I get my hands confused. On this particular day, we were doing the Pledge of Allegiance and I had put my left hand to my chest (it's supposed to be your right hand over your heart). She got mad at me, telling me that I wasn't being 'patriotic' and sent me to the principal's office. The principal and I were quite aquatinted at this point and so I told her why I was sent back to her office again, and she laughed. And laughed. I didn't find it funny at all, I mean all the kids in my school thought I was a delinquent so they didn't want to be my friend. My principal wrote on the back of my hands, L and R. What I didn't realize was that she wrote L on my right hand and R on my left

hand. She did the same to hers. Then, she walked me back to the classroom, and made our whole class redo the Pledge with our 'right' hand, with me leading the class, and it was one of the happiest moments of my elementary experience.

Question 05

You have been asked to give guidance to a group of trainee teachers on preparing a good lesson plan. Write the guidelines you would give them. (14 marks)

Question 06

You have been asked to teach **Reported Speech** to a group of Grade 10 students. Write the **lesson plan**. (14 marks)

Question 07

Given below is a **listening text** from **Grade Eleven Pupil's Text**. Write a **lesson plan** for a **listening lesson** based on this text. (14 marks)

Listening Text

Chapter 10 – Choices in Life – Activity 12

Library Assistant: Good morning, sir, may I help you?

Ganesh: Good morning. I am looking for some books on Electronics and I would also like to become a member.

L.A.: Oh! Sure. We have plenty of material on Physics. Come this way and please have a look.

Ganesh: Oh! There is quite a stock. Now, may I know the requirements for membership?

L.A.: Well, first you need to fill this application form. Then your class teacher has to certify your application and finally your application has to be counter-signed by the principal of your school.

Ganesh: By the way, what is the membership fee?

L.A.: It is five hundred rupees for a year.

Ganesh: How many books can I take at one time?

L.A.: Mmmm two books.

Ganesh: How long can I keep them?

L.A.: Two weeks. After that there is a late fee of five rupees per book per day.

Ganesh: Oh! I see. Tell me, do you have any other facilities?

L.A.: Yes. We have a reference section.

Ganesh: That's good. Are you open on Sundays?

L.A.: No. We are open from Monday to Saturday from 9.30 a.m. to 6 p.m. We are closed on Public holidays too.

Ganesh: That suits me fine. I will come tomorrow with the application. Thank you very much. You've been a great help.

L.A.: You are most welcome. Good day!

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



THE RIGHT CAREER

11

Activity 01

Writing

Study the following questionnaire. Write answers to the questions giving details about yourself in your notebook and decide on the type of career that you would like to choose.

Career guidance questionnaire :

1. Which of these areas do you see yourself working in?

- Agriculture
- Industry
- Entertainment
- Business
- Arts and Crafts
- Science and Technology
- Education
- Environment
- Health
- Politics
- Law
- Media
- Defence
- Travel and Transport
- Other

2 Which of these statements describe you?

- I don't mind hard physical work
- I enjoy working with my hands
- I enjoy solving problems
- I am a good listener
- I am good at figures
- I have a good artistic sense
- I am a good communicator
- I like challenges
- I like meeting new people

3. Name your favourite subject/s at school.

4. Do you have any particular interests? If yes, what are they?

5. What do you expect from a job?

- Providing my service to the country
- Job satisfaction
- Opportunity for promotion
- Freedom to make my own decisions
- Meeting new people
- A good salary
- Opportunity to travel
- Other

6. Which of these statements are true about you?

- I get on well with other people
- I don't mind taking orders
- I need to be my own boss
- I get bored if I do the same thing for too long
- I can cope when things get tough
- I am punctual

 **Activity 02**

Speaking

Discuss in groups and make a speech on your future career. You may use the following expressions;

I like to..... because..... I wish..... I hope to.....

 **Activity 03**

Reading

Here are some jobs titles and descriptions of those jobs given by people engaged in them. Read the descriptions and match the job title.

JOB TITLE	DESCRIPTION
A) Accountant	I need to be my own boss. I will get bored if I have to sit long hours doing the same thing. I like travelling and enjoy being with different types of people.
B) Driver	I am self-motivated and I care about people. I am capable of communicating with my customers.
C) Customer Care Executive	I am good at figures and working long hours in an office does not bore me. I like to solve problems.
D) Beautician, Hair dressers	I think I am a good communicator. I don't mind sitting for long hours and writing.
E) Journalist	I don't mind hard physical work and enjoy being on the go. I know I have a big responsibility as many lives are in my hands.
F) Tour guide	I use my hands with artistic sense. I use my skill and talent to make people look better.

 **Activity 04**

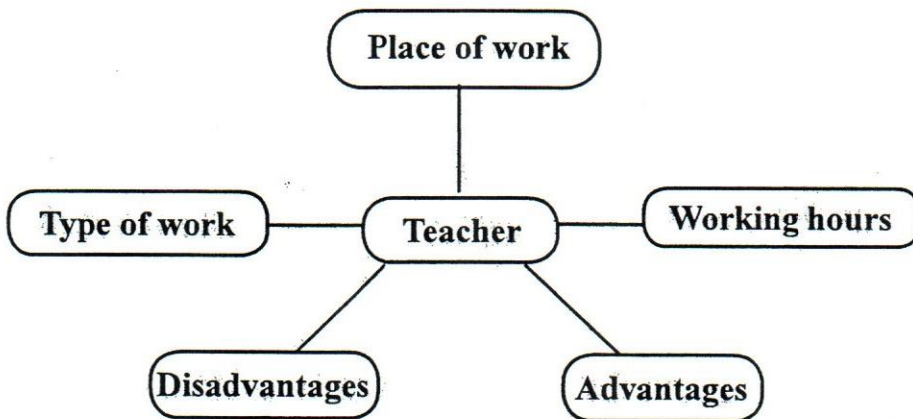
Writing

Work in small groups.

Select a job you like and complete the mind map.

Now write a paragraph about that job.

Eg. A teacher works in a school.....



 **Activity 05**

Speaking

You see the following advertisement in a Sunday newspaper. You are interested in applying for one of the posts advertised. Work with your partner and pretend to be the receptionist and the applicant. Call the receptionist to make inquiries regarding the job and make an appointment for a walk-in-interview.

VACANCIES

We are a well established reputed company looking for dynamic result oriented individuals with experience to fill the following positions.

Marketing Executive (Import / Export)

- Male/female aged between 20 - 35 years
- Excellent communication skill in English
- Prior experience in Marketing in shipping is an added advantage, but school leavers with good qualifications are encouraged to apply

Customer Care Co-ordinator

- Age between 20 - 35 (female)
- GCE A/L and 2 years work experience in public relation
- Fluency in English communication and computer literate

Assistant Accountant

- Female aged between 25 - 40
- Fully or partly qualified in CIMA or ACCA with 2 to 3 years of post qualifying experience. Previous experience in shipping industry is an added advantage.
- Excellent communication skills in English

Please send your complete CV to

Manager - HR

or walk in

on any weekday before 15th May
Worldwide Shipping Pvt. Ltd.

No. 13, Glennie Street, Colombo 09.

Call for appointments Tel- 012135773

Activity 06

Writing

Write a letter to the Human Resource Manager of Worldwide Shipping (Pvt) Ltd. requesting him to send you an application form to apply for the above job.

 **Activity 07**

Writing

Imagine they have sent you the following specimen application form. Copy it into your notebook and fill in the relevant details.

Application Form	
1. Post	<input type="text"/>
2. Name in full	<input type="text"/>
3. Permanent Address	<input type="text"/>
4. Contact no	<input type="text"/>
5. E-mail	<input type="text"/>
6. Date of birth	<input type="text"/>
7. Age	<input type="text"/>
8. Male/female	<input type="text"/>
7. School/s attended	<input type="text"/>
8. Educational qualifications	<input type="text"/>
9. Other qualifications	<input type="text"/>
10. Co-curricular activities	<input type="text"/>
11. Experience	<input type="text"/>
12. Referees	<input type="text"/>
I	<input type="text"/>
II	<input type="text"/>
I certify that the details given above are true and correct.	
..... Date Signature

 **Activity 08**

Listening

Listen to the telephone conversation and fill in the message form. Then report the message to the class.

<u>Message Form</u>	
Caller	-
For whom	-
Message	-
Contact no	-

 **Activity 09**

Speaking

This is the dialogue Radha had with Saroj after going to attend a job interview. Role play it with your partner.

- Saroj** - Good morning Radha! You seem to be in high spirits today.
- Radha** - Good morning! Actually I am. I had a nice experience yesterday. I went to a job interview for the first time.
- Saroj** - Is that so? Even Asitha went to one last week. He **had been told** about the particular vacancy by his uncle. Tell me how it was.
- Radha** - My father **had seen** this advertisement in the last week's paper calling for trainee computer operators. After he **had discussed** it with my mother he asked me to apply.
- Saroj** - **Had they asked** for any particular qualifications?
- Radha** - Of course. They **had invited** hardworking and talented young people with basic computer skills to apply. They **had not asked** for any experience but they **had specified** a B pass for English at the O/Ls.
- Saroj** - So, what happened at the interview? Were you selected?
- Radha** - I don't know yet. When I went there, the interview **had already started**. I was the last to go in. Well, I think I answered all the questions well. I'm hopeful that they will take me best.
- Saroj** - Wish you all the luck, Radha. I hope you'll get the job.
- Radha** - Thanks, Saroj.

 **Activity 10**

Writing

Write the following sentences in Passive Voice.

Eg-

His uncle had told him about the particular vacancy.

He had been told about the particular vacancy by his uncle.

1. All the members had unanimously selected Inura as the president at the last meeting.
2. Somebody had taken my pen while I was away in the playground.
3. Mr. Perera had checked the power supply before he started operating the machine.
4. Nisali had arranged the classroom before she went home.
5. The Principal had read the letter again before it was posted.

 **Activity 11**

Write the following negative sentences and questions in Passive Voice.

Eg-

1. They had not asked for any experience.

Experience had not been asked for.

2. Had they asked for any particular qualifications?

Had any particular qualifications been asked for?

1. The plumber had not repaired the broken tap in the canteen.
2. The lawyer had signed the document before he submitted it to the courts.
3. Hadn't he paid the telephone bill before the due date?
4. Had Thamara sent the invitations for the English day?
5. Had Kumaran completed the work before she went to sleep?

Unit 11

The Right Career



ACTIVITY 01

Write a paragraph on the following topic. Use about 100 words.

“My Future Ambition”

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



ACTIVITY 02

Here are some job opportunities available in the present world of work. Discuss with your friends and find their relevant fields of work.

- graphic designer -
- quantity surveyor -
- physiotherapist -
- draftsman -
- dietician -
- hospitality manager -



ACTIVITY 05

Read the following paragraph. In each line one word is incorrect and it is underlined. Write the correct word in the space provided.



ACTIVITY 05

Read the following paragraph. In each line one word is incorrect and it is underlined. Write the correct word in the space provided.

There are many activities that I likes to do to keep myself happy

Out of those, my favourite is writing poems. I enjoy writing as they

keeps my mind and thoughts happily. So, every time I feel dull and

bored, I sit down somewhere of a piece of paper and a pen. Then I think of

a interesting topic. Sometimes it is about something in the

environment and sometimes it is one of an experiences I have

had. Then I start to jot down my feelings. I keep off jotting down

although my feelings take the shape of a poem. Sometimes there is a

smooth flows of words and sometimes it takes time to shape up my feelings

However, writing give me an endless satisfaction in life.



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

QUESTION PAPER

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 III - SEMESTER I	
TESL 3102 - ELT Curriculum in Sri Lanka	

INSTRUCTIONS TO CANDIDATES	
Answer FIVE Questions.	Duration of the examination = 03 hours
Each question carries equal marks.	Date: 2019.09.21
	Candidates could be disqualified if you violate examination rules.
	Candidates are not allowed to communicate with and disturb fellow candidates during examination.

- ❖ Answer **FIVE** questions.
- ❖ Each question carries equal marks.

Question 01

“The basic objectives of the Sri Lankan ELT syllabi and textbooks currently being used in state-sector schools are to bring a shift from the teacher-centered education system into a student-centered and more activity based education system in order to develop the competencies and skills of the learners”.

- a) Comment on the selection of “Themes” for lessons in one of these textbooks. (03 marks)
- b) How is “Grammar” treated in the present Sri Lankan ELT syllabus? (03 marks)
- c) What are the features of “Activities” used in these textbooks? Elaborate your answer with evidence from one of these textbooks. (04 marks)
- d) Explain how these activities help to “bring a shift from the teacher-centered education system into a student-centered” one? (05 marks)
- e) Explain how the lessons in one ELT textbook (of your choice) reflect vertical organization and horizontal organization. (05 marks)

Question 02

“One main objective of Activity Based Oral English (ABOE) Programme in Sri Lanka is to familiarize children with English words by giving them an opportunity to listen to and to utter some simple English words they need for their day to day activities.”

- a) Write two other objectives of ABOE Programme. (04 marks)
- b) Comment on the themes used in ABOE Programme, giving examples. (04 marks)
- c) How do you differentiate the approaches used by Children and Adult Learners in their learning process? (05 marks)
- d) Learning is viewed as a creative process. How do behaviourists describe the learning process? How is it different from constructivists’ stand? Explain briefly. (04 marks)
- e) Learning can take place when students do a “Project”. What transferrable skills can be promoted through a “Project”? (03 marks)

Question 03

Curriculum is “that series of things which children and youth must do and experience by way of developing abilities to do things well that make up affairs of adult life; and to be in all respects what adults should be.” (Bobbitt, 1918)

- a) What features of the concept “Curriculum” are included in the above definition? Write two of them. (04 marks)
- b) Why did Bobbitt introduce “Curriculum” as “series of things”? (04 marks)
- c) Bobbitt puts considerable emphasis on social vision in his definition. Explain ‘sociological foundations’ in curriculum planning. (04 marks)
- d) Bobbitt’s definition given above focuses on identification of needs of adulthood in planning curriculum. The same idea is further developed in Taba’s Curriculum model. Write down the main steps of Curriculum planning included in Taba’s model. (05 marks)
- e) All curriculum models basically identify the significance of curriculum monitoring process. Write down three tools that can be effectively used to gather information about national curriculum implementation process in Sri Lanka. (03 marks)

Question 04

“Any language teaching curriculum contains the elements of input, process, and output. These have received a different emphasis at different times. Curriculum approaches differ in how they visualize the relationship between these.” (Jack Richards, 2001).

- a) What is meant by “Central Approach” to Curriculum Design? Explain briefly. (04 marks)
- b) Give two examples of ELT syllabus types designed on the basis of “Forward Approach”. (04 marks)

- c) What are the main features of “Backward Approach to Curriculum Design”? (04 marks)
- d) Explain the differences between Product-oriented ELT syllabus and Process-oriented ELT syllabus, giving example where relevant. (05 marks)
- e) “Input” in the above Jack Richards’ statement refers to the linguistic content of the syllabus. In organizing this content, curriculum designer considers “Scope” as an important factor. Write three other factors that should be considered in organizing the content of Curriculum. (03 marks)

Question 05

The grammar-translation method (GTM) is the basis of the grammatical syllabus—GTM is derived from the teaching of Latin. This “explains why this method was not concerned with developing productive L2 competence in the learners” (Dörnyei, 2009, p. 273).

- a) What is meant by “developing productive L2 competence” in the above statement? (03 marks)
- b) Explain briefly how a ‘Grammatical syllabus’ can be designed. (03 marks)
- c) Most scholars believe that Grammatical syllabus is not appropriate in current ELT contexts. Explain the shortcomings of this type of syllabus. (04 marks)
- d) GTM syllabus was later replaced with “Notional-functional” syllabus. What are the main features of “Notional-functional” syllabus? (04 marks)
- e) Write three ILOs (Intended Learning Outcomes) that can be included in a “Notional-functional” syllabus. (06 marks)

Question 06

“Disciplinary content is not any more the criterion for arranging the curriculum, but the competencies that should have been acquired and developed by the end of the education programme” (Kirschner et al., 1997).

- a) Explain the concept “Outcome Based Education” (OBE). (03 marks)
- b) The above statement highlights the significance of “Competency –based curriculum. Write three key features of Competency based curriculum. (03 marks)
- c) Why do you consider Sri Lankan ELT syllabi reflect the features of competency based curriculum? Provide evidence to support your answer. (04 marks)
- d) Reading skills are incorporated into Grade 6 ELT syllabus. Write down three possible ILOs (Intended Learning Outcomes) for Reading skills. (06 marks)
- e) Discuss the significance of formative assessment (School Based Assessment – SBA) in contexts where competency based curriculum is implemented. (04 marks)

Question 07

Critically evaluate the following extracts from Teacher's Instructional Manuals (TIM) relating them to the Learning- Teaching Process.

- a) "It is highly recommended that there should be a School Based Evaluation system to understand the strengths and weaknesses of students in relation to listening."
(04 marks)
- b) "In designing the grade six syllabus, no particular ELT approach was specially considered and therefore, teachers are requested to be creative and independent to select the best possible methodology to achieve success in teaching and learning."
(04 marks)
- c) "Since speaking skills is a very important area in the curriculum, very special attention should be given to assessment of oral skills."
(04 marks)
- d) "Writing is not a skill to be mastered hastily, it is a slow laborious process. Make it an opportunity for them to feel proud of their work. Always be ready to reward little gains of your students as writing is cognitively demanding."
(04 marks)
- e) "SBE as a form of evaluation can be a measure for minimizing backwash effect on curriculum."
(04 marks)

Question 08

Write Short Notes.

- a) Fundamental Theories of Curriculum Design: Historical Overview (04 marks)
- b) Curriculum Monitoring Process (04 marks)
- c) Levels of Bloom's Taxonomy of Learning (04 marks)
- d) Components of Curriculum (04 marks)
- e) Components of Communicative Competence (04 marks)

.....**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

QUESTION PAPER

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 III – SEMESTER I ELIT 3101 – Literary Theory in English	

INSTRUCTIONS TO CANDIDATES	
Answer FOUR (4) questions selecting one from each section.	Duration of the examination = 03 hours
Each question carries 15 marks.	Date: 2019.09.21
Question 01 is compulsory.	Candidates could be disqualified if you violate examination rules.
	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.

- ❖ Answer **FOUR (4)** questions selecting one from each section.
- ❖ Each question carries 15 marks
- ❖ Question 1 is compulsory.

SECTION A (Compulsory)

QUESTION 1

The natives according to the post-colonial literary perspective and laborers according to the Marxist literary perspective are subject to exploitation and discrimination in diverse ways. Comment on this statement with reference to literary works of your choice.

SECTION B

QUESTION 2

Aristotle considered 'Oedipus Rex' as a model of tragedy. 'Macbeth' too satisfies the Aristotelian formulation for the elements of tragedy: Hamartia, Anagnorisis, Peripeteia and Catharsis. Discuss.

OR

QUESTION 3

Conduct a contrastive analysis between Plato's classical theory on an ideal society as described in 'The Republic' and Huxley's literary interpretation of Plato's utopian state in 'Brave New World'.

SECTION C**QUESTION 4**

The Marxist literary theory mainly focuses on the importance of labour, capital and social evolution. Select a drama, film and a novel and describe how the Marxist literary theory is reflected.

OR**QUESTION 5**

Many literary works of diverse literary genres explicitly and implicitly discuss the perpetual class struggle of society which is a result of class distinction and labour exploitation. Substantiate this statement with reference to any three works of literature.

SECTION D

QUESTION 6

Given below is an extract from Aminatta Forna's novel *Ancestor Stones*. Forna is a novelist who was raised in Sierra Leone (in Africa) and the United Kingdom.

Do you think that this passage contains different ways of representation and ways of seeing? Give reasons for your answer.

A story comes to mind. A story I have known for years, it seems, though I have no memory now of who it was who told it to me.

Five hundred years ago, a caravel flying the colours of the King of Portugal rounded the curve of the continent. She had become becalmed somewhere around the Cape Verde Islands, and run low on stocks, food and water. When finally the winds took pity on her, they blew her south-east towards the coast, where the captain sighted a series of natural harbours and weighed anchor. The sailors, stooped with hunger, curly haired from scurvy, rowed ashore, dragged themselves through shallow water and on up the sand where they entered the shade of the trees. And there they stood and gazed about themselves in disbelief. Imagine! Dangling in front of their faces: succulent mangoes, bursts of starfruit, avocados the size of a man's head. While from the ends of their elegant stalks pineapples nodded encouragingly, sweet potatoes and yams peeped from the earth, and great hands of bananas reached down to them. The sailors thought they had found no less a place than the Garden of Eden.

And for a time that's what Europeans thought Africa was. Paradise.

The last time I thought about that story was a week after the letter came. By then I had left London – the city I now call home – to retrace the letter's route to the place from where it had come and beyond. I was standing in a forest just like the one the sailors had stumbled into. And I remembered how in the early morning I used to watch my grandmothers, my grandfather's wives, leave their houses and make their way, down the same path upon which I was standing, towards their gardens. One by one each woman parted from her companions and went to her own plot, whose boundaries were marked by an abandoned termite hill, a fallen tree, an upright

boulder. There, among the giant irokos, the sapeles and the silk-cotton trees of the forest, she tended the guavas, pawpaws and roseapples she had planted there. Then she weeded her yams and cassava where they grew in the soft, dark earth and watered the pineapple plant that marked the centre of her plot.

I thought of the sailors' story. And for a long time, I thought it was just that. A story. About how Europeans discovered us and we stopped being a blank space on a map. But months later, after the letter arrived and I traced its arc and came to land with a soft thud in an enchanted forest, and after I had listened to all the stories contained in this book and written them down for you, that one story came back to me. And I realised the story was really about something else. It was about different ways of seeing. The sailors were blind to the signs, incapable of seeing the pattern or logic, just because it was different to their own. And the African way of seeing: arcane, invisible yet visible, apparent to those who belong.

Caravel – a small, fast Spanish or Portuguese sailing ship of the 15th–17th centuries.

Becalm – to keep motionless by lack of wind

Scurvy – a disease caused by a deficiency of vitamin C

Iroko – a tropical African tree

Sapeles – a large tropical African hardwood tree

Arcane – understood by few; mysterious

QUESTION 7

Given below is an extract from Roald Dahl's children's story titled *Charlie and the Chocolate Factory*. Roald Dahl was a British writer. The passage comprises a description of the Oompa-Loompas who work in Mr. Wonka's chocolate factory.

Read the passage carefully from the perspective of Edward Said's *Orientalism* and comment on the manner in which Roald Dahl, through the character of Mr. Wonka, represents the Oompa-Loompas.

But they can't be *real* people,' Charlie said.

'Of course they're real people,' Mr Wonka answered. 'They're Oompa-Loompas.'

(...)

'Then you'll know all about it,' said Mr Wonka. 'And oh, what a terrible country it is! Nothing but thick jungles infested by the most dangerous beasts in the world — hornswogglers and snozzwangers and those terrible wicked whangdoodles. A whangdoodle would eat ten Oompa-Loompas for breakfast and come galloping back for a second helping. When I went out there, I found the little Oompa-Loompas living in tree houses. They *had* to live in tree houses to escape from the whangdoodles and the hornswogglers and the snozzwangers. And they were living on green caterpillars, and the caterpillars tasted revolting, and the Oompa-Loompas spent every moment of their days climbing through the treetops looking for other things to mash up with the caterpillars to make them taste better — red beetles, for instance, and eucalyptus leaves, and the bark of the bong-bong tree, all of them beastly, but not quite so beastly as the caterpillars. Poor little Oompa-Loompas! The one food that they longed for more than any other was the cacao bean. But they couldn't get it. An Oompa-Loompa was lucky if he found three or four cacao beans a year. But oh, how they craved them. They used to dream about cacao beans all night and talk about them all day. You had only to *mention* the word "cacao" to an Oompa-Loompa and he would start dribbling at the mouth. The cacao bean,' Mr Wonka continued, 'which grows on the cacao tree, happens to be *the thing* from which all chocolate is made. You cannot make chocolate without the cacao bean. The cacao bean *is* chocolate. I myself use billions of cacao beans every week in this factory. And so, my dear children, as soon as I discovered that the Oompa-Loompas were crazy about this particular food, I climbed up to their tree-house village and poked my head in through the door of the tree house belonging to the leader of the tribe. The poor little fellow, looking thin and starved, was sitting there trying to eat a bowl full of mashed-up green caterpillars without being sick. "Look here," I said (speaking not in English, of course, but in Oompa-Loompish), "look here, if you and all your people will come back to my country and live in my factory, you can have *all* the cacao beans you want! I've got mountains of them in my storehouses! You can have cacao beans for every meal! You can gorge yourselves silly on them! I'll even pay your wages in cacao beans if you wish!"

"You really mean it?" asked the Oompa-Loompa leader, leaping up from his chair.

"Of course I mean it," I said. "And you can have chocolate as well. Chocolate tastes even better than cacao beans because it's got milk and sugar added."

Continued on the next page

"The little man gave a great whoop of joy and threw his bowl of mashed caterpillars right out of the tree-house window. "It's a deal!" he cried. "Come on! Let's go!"

"So I shipped them all over here, every man, woman, and child in the Oompa-Loompa tribe. It was easy. I smuggled them over in large packing cases with holes in them, and they all got here safely. They are wonderful workers. They all speak English now. They love dancing and music. They are always making up songs. I expect you will hear a good deal of singing today from time to time. I must warn you, though, that they are rather mischievous. They like jokes. They still wear the same kind of clothes they wore in the jungle. They insist upon that. The men, as you can see for yourselves across the river, wear only deerskins. The women wear leaves, and the children wear nothing at all. The women use fresh leaves every day .

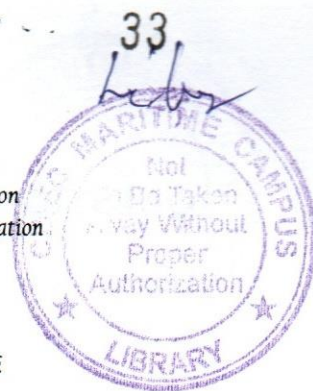
**Whangdoodles, hornswogglers and snozzwangers are fictional creatures.*

**Cocoa beans are seeds from a small tropical American evergreen tree, from which cocoa and chocolate are made. Cocoa trees are now cultivated mainly in West Africa.*



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



EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE
 COURSE CODE: LC - 0845

MID SEMESTER EXAMINATION QUESTION PAPER

YEAR III - SEMESTER I

Literary Theory in English-ELIT 3101

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

INSTRUCTIONS TO CANDIDATES	Date of the examination = 2019.06.01
This paper has five (05) questions. Each question carries 20 marks.	Duration of the examination = 1 ½ hours
Answer three (03) questions, selecting one (01) from each section. Question 5 is compulsory.	Candidates could be disqualified if you violate examination rules.
Use separate sheets of paper provided for answering.	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.

- This paper has five (05) questions.
- Each question carries 20 marks.
- Answer three (03) questions, selecting one (01) from each section.
- Question 5 is compulsory.

SECTION A

QUESTION 01

Select a novel or drama that you have read/studied. Comment on the text from the Marxist perspective, paying special attention on the key-words *class distinction* and *class struggle*.

QUESTION 02

Briefly explain what Marxist literary theory is, highlighting *the key-words* and how they are applied in different literary *genres* of your choice.

SECTION B

QUESTION 03

Discuss the anomalous position of women in the male dominant society with reference to feminist poetry and the short story you studied.

QUESTION 04

Discuss how women's struggle for freedom is reflected through the female characters of *A Doll's House*.

SECTION C

QUESTION 05

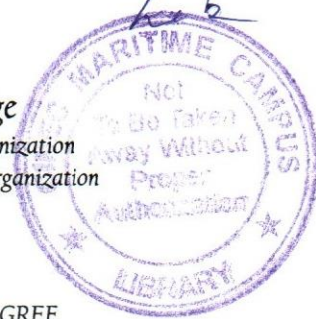
Many Victorian novels can be interpreted from both Marxist as well as Feminist perspectives. Discuss the validity of this statement with reference to either *Pride and Prejudice* by Jane Austen or *Jane Eyre* by Charlotte Bronte.

-----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



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

COURSE CODE: LC – 0845

MID SEMESTER EXAMINATION QUESTION PAPER

YEAR III – SEMESTER I

ELT CURRICULUM IN SRI LANKA – TESL 3102

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

INSTRUCTIONS TO CANDIDATES	Date of the examination = 2019.06.01
Answer only THREE questions.	Duration of the examination = 1 ½ hours
Use separate sheets of paper provided for answering.	Candidates could be disqualified if you violate examination rules.
	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.

- Answer only **THREE** questions.

Question 01

(20 marks)

"Curriculum is the planned and guided learning experiences and intended outcomes, formulated through the systematic reconstruction of knowledge and experience, under the auspices of the school, for the learner's continuous and willful growth in personal-social competence." (Tanner & Tanner, 1975). Critically review this definition, paying attention to the characteristics of a curriculum.

Question 02

(4 x 5 marks = 20 marks)

Write short notes on any **FOUR** of the following:

- Notional-Functional syllabus
- Forward Design as an approach to curriculum planning/ designing
- Criteria for the selection of content
- Key differences between syllabus and curriculum
- Sociological foundations of curriculum
- Product Oriented VS Process Oriented Syllabuses
- Summative and formative assessment

Question 03

(3 + 5 + 12 = 20 marks)

- (i.) Define the term 'Curriculum Foundation'.
- (ii.) State the categories of curriculum foundation.
- (iii.) Analyze the objectives of the following secondary school ELT curriculum in the light of foundations of curriculum.

Objectives

- Creating the need to learn English as a Second Language in a multilingual society
- Creating opportunities for the Sri Lankan child to achieve the competencies in a link language
- Creating facilities to learn a language, that can be used to build ethnic harmony
- Enabling the students to learn an International language which could be made use of in their later life for employment purposes
- Empowering the learner to communicate confidently, fluently and effectively in the English Language

Question 04

(6 + 6 + 8 = 20 marks)

"As society becomes increasingly complex, the incidence of various at-risk behaviours among students has increased. Adopting the curriculum infusion approach, educators have designed the syllabus to include prevention issues in the regular curriculum."

- (i.) To what extent is this happening in the Sri Lankan setting?
- (ii.) Give examples of critical issues Sri Lankan schools have to deal with.
- (iii.) Do you agree that prevention issues should be included in the ELT curriculum in Sri Lanka? Explain.

Question 05

(5 + 15 = 20 marks)

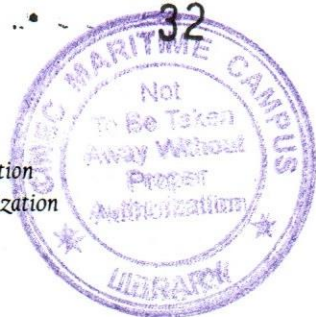
- (i.) Define the term 'Curriculum Design'.
- (ii.) Discuss the components / steps of **either** Tyler's Model **or** Taba's Model of Curriculum Design.

-----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



EDUCATION & TRAINING COURSE: BACHELOR OF ARTS (ENGLISH) DEGREE
 COURSE CODE: LC – 0845

MID SEMESTER EXAMINATION QUESTION PAPER

YEAR III – SEMESTER I

World Literature- ELIT 3102

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

INSTRUCTIONS TO CANDIDATES	Date of the examination = 2019.06.01
This paper has six (06) questions. Each question carries 20 marks.	Duration of the examination = 1 ½ hours
Answer three (03) questions, selecting one (01) from each section.	Candidates could be disqualified if you violate examination rules.
Use separate sheets of paper provided for answering.	Candidates are not allowed to communicate with and disturb fellow candidates during the examination.

- This paper has six (06) questions.
- Each question carries 20 marks.
- Answer three (03) questions, selecting one (01) from each section.

SECTION A

QUESTION 01

According to Martin Esslin, Absurd plays do not have plots, recognizable characters, fully explained themes or coherent dialogue. Do you agree with Esslin's observations? In your answer make reference to *Waiting for Godot* by Samuel Beckett.

OR

QUESTION 02

Comment on the significance of the title of Beckett's play *Waiting for Godot*.

SECTION B

QUESTION 03

In "The Garden Party," Mansfield portrays the external conflict between the privileged and the under-privileged. Comment.

OR

QUESTION 04

Discuss how the snobbish nature of the upper middle class is showcased in "The Garden Party."

SECTION C

QUESTION 05

'Interpreter of Maladies' highlights the manner in which decisions made by parents affect the lives of their children. Do you agree with this statement? Give reasons for your answer.

OR

QUESTION 06

In "Interpreter of Maladies", Jhumpa Lahiri explores the isolation that migrant families face in foreign countries as well as in their country of origin. Do you agree? Give reasons for your answer.

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