

Hall Ticket Number:

CENTRE FOR ENGLISH LANGUAGE STUDIES

PhD. ENTRANCE EXAMINATION, FEBRUARY 2014

Max. Time: 2 hours

Max. Marks: 75

INSTRUCTIONS

1. Do **NOT** reveal your identity in any manner in any part of the answer book.
 2. Enter your Hall Ticket Number on the **FIRST** page of **EACH** section of the answer book. This paper comprises **THREE SECTIONS** in all.
 3. **SECTIONS A and B** consist of objective type questions.
 4. **SECTION C** requires an essay type answer.
 5. Write your answers in the space provided. No additional paper or answer book will be given.
 6. Space for rough work is provided on page **22**.
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SECTION A: LANGUAGE

[TOTAL MARKS 25]

There are 25 questions to answer.

Each question carries **ONE MARK**.

Put a tick mark (✓) in the box against the correct answer.

Fill in the blanks choosing from the options given.

1. Aficionados _____ the great outdoors can paddle _____ the shimmering waters of one of many beautiful beaches.

- (a) of, in
- (b) in, of
- (c) to, of
- (d) of, to

2. She is Nora Smith _____ Nora Wilson.

- (a) née
- (b) new
- (c) later
- (d) before

3. This draft need to be _____.

- (a) improvised
- (b) increased
- (c) indented
- (d) improved

4. They have decided to _____ a line in the sand and start all over again.

- (a) illustrate
- (b) draw
- (c) sketch
- (d) pencil in

5. A course of cognitive behavior therapy can be _____
- (a) as effective, if not more so, than drug therapy and without the side effects, in helping the elderly to overcome insomnia.
 - (b) more effective than drug therapy and without the side effects, in helping the elderly to overcome insomnia.
 - (c) at least as effective in helping the elderly overcome insomnia as drug therapy, and is without the side effects of drug treatment.
 - (d) equally effective as drug therapy in helping the elderly to overcome insomnia without side effects.
6. Choose one word that is appropriate for all the blanks below:
- i) The criminal was hiding and hoped that he was out of _____ of the police's vision.
- ii) The product _____ is going to be expanded soon.
- iii) The prices _____ from Rs. 10 to Rs. 100/-.
- (a) range
 - (b) view
 - (c) vary
 - (d) include
7. The Bengal school attempted to create an authentic style of Indian painting based on the study of the art of ancient India, _____.
- (a) Indian medieval miniature traditions, as well as European and Japanese art.
 - (b) and Indian medieval miniature traditions, as well as European and Japanese art.
 - (c) Indian medieval miniature traditions, and European and Japanese art as Well.
 - (d) and Indian medieval miniature traditions, and European as well as Japanese art.
8. *Arthur*: Do animals have rights? Well, they have feelings, and I think if you can feel pain, you do have some rights, particularly the right *not* to have pain inflicted on you.
Brandon: Animals like lions would kill me if they were hungry for food. That inflicts pain on me, all right!
- Which of the following is the best interpretation of Brandon's response?
- (a) He assumes that because some animals kill humans, humans have a right to kill those animals.
 - (b) He does not give specific examples to support his position.
 - (c) He attacks Arthur instead of addressing the issue.
 - (d) He brings in a different issue rather than addressing the question of whether or not animals have rights.

Select the pair which has the same relationship as the pair of words in questions 9 and 10.

9. SYMPHONY: COMPOSER

- (a) Leonardo: music
- (b) fresco: painter
- (c) colours: palette
- (d) art: appreciation

10. PAIN: SEDATIVE

- (a) comfort: stimulant
- (b) grief: consolation
- (c) trance: narcotic
- (d) ache: extraction

11. "Phone Neil Smith at our showroom for a free quotation, or to arrange a visit from our representative."

The above sentence implies that one is to contact Neil Smith if one wants to:

- (a) obtain information about the company's prices.
- (b) arrange a visit to the showroom.
- (c) speak to a representative about special offers.
- (d) None of the above.

Questions 12 and 13 relate to redundancy. From the options given, choose the best edited version.

12. The teacher demonstrated some of the various ways and methods for cutting words from my essay that I had written for class.

- (a) The teacher demonstrated methods of cutting words from my essay.
- (b) The teacher demonstrated various ways and methods for cutting words from my essay for class.
- (c) The teacher demonstrated methods of cutting words from my essay for the class.
- (d) The teacher demonstrated various ways and methods for cutting words.

13. The microscope revealed a group of organisms that were round in shape and peculiar in nature.

- (a) The microscope revealed a group of peculiar, round organisms.
- (b) The microscope revealed a group of round organisms peculiar in nature.
- (c) The microscope revealed a group of organisms that were round in shape and peculiar.
- (d) The microscope revealed a group of round organisms that were peculiar.

Pick out the correctly punctuated option for questions 14 and 15.

14. (a) The rule is: "don't use commas like a stupid person. I mean it."
— Lynne Truss
- (b) The rule is: don't use commas like a stupid person. I mean it.
— Lynne Truss
- (c) "The rule is: don't use commas like a stupid person. I mean it."
— Lynne Truss
- (d) "The rule is": don't use commas like a stupid person. I mean it.
— Lynne Truss
15. (a) If you had to guess, said Mr. Thadwick, who would you say is my favorite author?
- (b) "If you had to guess said Mr. Thadwick, who would you say is my favorite author"?
- (c) If you had to guess, said Mr. Thadwick, "who would you say is my favorite author?"
- (d) "If you had to guess", said Mr. Thadwick, "who would you say is my favorite author"?

16. Notice in a field: *The farmer allows walkers to cross the field for free, but the bull charges.*
This notice means that:

- (a) The farmer wishes to charge walkers.
- (b) The bull will charge the walkers.
- (c) Both (a) and (b).
- (d) Neither (a) nor (b).

17. Read the text below carefully and pick out the right combination of interpretation.

"As I was leaving this morning, I said to myself, 'The last thing you must do is forget your speech.' And, sure enough, as I left the house this morning, the last thing I did was to forget my speech." (Rowan Atkinson)

According to this statement, which of the following is true?

- (i) Atkinson wanted to forget the speech.
- (ii) Atkinson did not want to forget the speech.
- (iii) Atkinson forgot his speech.
- (iv) Atkinson did not forget his speech.
- (a) (i) and (ii)
- (b) (ii) and (iii)
- (c) (iii) and (iv)
- (d) (i) and (iv)

18. Read the paragraph below and choose the most logical completion.
It has been suggested that long-term prisoners, on release from jail, be given a reasonable state pension to reduce the likelihood of their resorting to crime. Most people instinctively reject the suggestion as they feel it would be like rewarding criminal activity.

The supporters of the prisoners' pension scheme have criticized those who reject this possibility, by claiming that for the critics.....

Which of the following is the most logical completion of the sentence above?

- (a) emotion is more important than justice
 (b) punishment for criminals is more important than crime prevention
 (c) crime prevention is not an important issue
 (d) the law should not be concerned with what happens after jail

Read the following text and answer questions 19 and 20.

Most scientists agree that new lines of interdisciplinary research are the need of the hour. Even government committees on science have stressed the need for more interdisciplinary projects. **Yet, of ten proposals for new interdisciplinary projects last year, only one was successfully funded.** Some have suggested that this means that as yet researchers are not coming up with sufficiently persuasive projects, or that their proposals are not of high enough quality, or even that the reputations of these researchers is not high enough. **However, the real reason probably lies in the way funding is organized.** Funding is still allocated according to the old categories and there are no funds specifically for research that overlaps different subject areas.

19. The passage has two main positions given in bold. Now study the options given and pick out the statement which is not true:

- (a) The first is a fact that the author refutes.
 (b) The first is a finding that the author attempts to account for.
 (c) The second is the author's main position.
 (d) The second is a position that accounts for the first.

20. The passage locates the stated problem in:

- (a) Reputation of researchers
 (b) Quality of projects
 (c) Nature of projects
 (d) Policy issues

Arrange the following sentences in correct order. The first and the last sentence have been given (Questions 21 and 22).

21. S1. In recent years there have been persistent calls for teachers to explore their teaching contexts in order to become more aware of them and to understand them.
- P. This article outlines a narrative approach for exploring context.
- Q. A narrative inquiry case is presented to provide a framework for the discussion.
- R. Doing so would enable teachers to make more informed decisions about their practice and their students' learning.
- S. Emerging from this narrative case are three levels of story applicable to the participant English teachers' lives.
- S6. A brief description of these levels is provided, and is followed by an illustration of each using extracts from the written story of one of the participating teachers.

Which of the following is the most appropriate sequence?

- (a) PQRS
- (b) RPQS
- (c) RQPS
- (d) PRSQ
22. S1. This study investigated the effects of two cognitive strategies, rote memorization and semantic mapping, on L2 vocabulary acquisition.
- P. After the four-month treatment period, a multiple-choice vocabulary post-test was given to the members of both groups to measure their progress in this area.
- Q. Thirty-eight intermediate female EFL learners divided into two experimental groups participated in this study.
- R. The results indicated that, although both groups had improved their word storage, the difference between their mean scores on the post-test was not statistically significant.
- S. Each experimental group used one of the strategies for vocabulary acquisition.
- S6. Therefore, it was concluded that, in spite of the energy and time devoted to preparing the semantic maps for each unit of instruction, this technique was not superior to rote memorization in helping the students to expand their word knowledge, thus casting doubt on the criticism targeted at rote memorization as a useful strategy for vocabulary acquisition.

Which of the following is the most appropriate sequence?

- (a) QSPR
- (b) PRSQ
- (c) PRQS
- (d) RPSQ

23. A new superior officer, George Mellon has just arrived. Choose the appropriate option to greet him.

- (a) Hi, Welcome.
- (b) Hello Mr George.
- (c) Hello Mr Mellon.
- (d) Hi Mr George.

24. (i) I saw every doctor before he or she went away.
(ii) I saw every doctor before they went away.
The correct sentence is:

- (a) (i) only
- (b) (ii) only
- (c) Both (i) and (ii)
- (d) Neither (i) nor (ii)

25. When we survey all known human societies, we find everywhere some form of the
1 2
family, some set of permanent arrangements by which males assist females to care for
3
 children.

There is an error in

- (a) 1
- (b) 2
- (c) 3
- (d) None of the above

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SECTION B: DATA ANALYSIS AND TEACHING TASKS
[TOTAL MARKS 25]

There are 14 questions to answer.
 Questions 1 to 3 carry **ONE MARK** each.
 Questions 4 to 14 carry **TWO MARKS** each.
 Put a tick mark (✓) in the box against the correct answer.

1. The following are some blends in English:

breakfast + lunch = brunch
 fantastic + fabulous = fantabulous
 information + entertainment = infotainment
 motor + hotel = motel

From this data we may conclude that:

- (a) The first syllable of the first word is used in the blend.
- (b) The first consonant cluster of the first word is used in the blend.
- (c) Both (a) and (b) are true.
- (d) Neither (a) nor (b) are true.

2. Read the following quotations taken from different writings of Arundhati Roy.

- i. "Insanity hovered close at hand, like an eager waiter at an expensive restaurant."
- ii. "Another world is not only possible, she is on her way. On a quiet day, I can hear her breathing."
- iii. "For reasons that I don't fully understand, fiction dances out of me, and nonfiction is wrenched out by the aching, broken world I wake up to every morning."

If you were to explain these to students at the advanced level, what would be an appropriate warm-up activity leading to the kind of language being used-

- (a) Read newspaper cuttings of current affairs.
- (b) Look up dictionaries for meanings of words.
- (c) Discuss an extract from *Alice in Wonderland*.
- (d) Discuss the political conviction of Arundhati Roy.

3. To inculcate creative writing in students, an appropriate post-teaching activity will not be to:
- (a) Identify instances of personification in the works of various writers.
 - (b) Construct a dialogue between themselves and a cloudy morning.
 - (c) Read and discuss writings of Arundhati Roy.
 - (d) Watch an animation film with the students and discuss the cinematic techniques.

Given below is the abstract of a paper. Read it carefully and answer the questions below.

Social and economic factors account for why Hong-Kong students need to learn English in school. Schools are crucial to students' language learning, so all English teachers should feel responsible for promoting its effective teaching. However, too many of them rely on uninteresting textbooks that focus students' attention on grammatical structures and on practice in isolation; too many of their classroom activities are based on teacher-talk and student-listen routines. These practices are unlikely to lead students to develop a genuine interest in learning English. This paper argues that English teachers' use of popular culture is a key to effective teaching and learning. If this method proves effective in motivating students to learn English, there will be a number of implications for how to cater to their needs in our choice of teaching strategies and learning materials.

4. If you were to make a research hypothesis on the basis of the argument put forward in this paper it would be:
- (a) Hong-Kong students learn English because of socio-economic factors.
 - (b) There are more text-books for English teaching in Hong-Kong that draw attention to grammatical structures.
 - (c) English learning will be effective if English is taught through popular culture.
 - (d) None of the above.
5. An appropriate method of carrying out this research would be:
- i. to teach students using both traditional material and material dealing with popular culture and compare their response.
 - ii. to look at the method of teaching as designed in the textbooks.

The right answer is:

- (a) Both (i) and (ii)
- (b) neither (i) nor (ii)
- (c) only (i)
- (d) only (ii)

6. In American English the following pronunciations are realized:

	Careful Speech	Fast Speech
Aspirin	[æspərən]	[æsprən]
Porcelain	[pórsələn]	[pórslən]
Nationalize	[næʃnəláɪz]	[næʃnəláɪz]
Reasonable	[ríznəbəl]	[ríznəbəl]
Imaginative	[imædʒənətɪv]	[imædʒnətɪv]

- (i) Fast speech leads to a reduction of syllables.
- (ii) Fast speech leads to loss of vowels randomly.
- (iii) Fast speech leads to loss of specific vowels.
- (iv) Fast speech leads to loss of vowels in specific syllables.

- (a) only (i) and (iii)
- (b) only (ii)
- (c) only (iii)
- (d) only (i), (iii) and (iv)

Read the following text and answer questions 7 and 8.

“Writers imagine that they cull stories from the world. I’m beginning to believe that vanity makes them think so. That it’s actually the other way around. Stories cull writers from the world. Stories reveal themselves to us. The public narrative, the private narrative - they colonize us. They commission us. They insist on being told. Fiction and nonfiction are only different techniques of storytelling”.

— Arundhati Roy, *The God of Small Things*

7. In a language teaching class, this passage can be used to justify which of the statements?

- (a) Language constructs reality
- (b) Writers create worlds
- (c) Language shapes situations
- (d) Situations command language

8. The passage can be used to illustrate:

- (a) Language used for *description*
- (b) Language used to state *facts*
- (c) Language used to depict *paradox*
- (d) Language used for *analysis*

Read the poem below and answer questions 9 and 10.

“Won't You Celebrate With Me” – Lucille Clifton

Won't you celebrate with me
 what I have shaped into
 a kind of life? I had no model.
 born in babylon
 both nonwhite and woman
 what did i see to be except myself?
 i made it up
 here on this bridge between
 starshine and clay,
 my one hand holding tight
 my other hand; come celebrate
 with me that everyday
 something has tried to kill me
 and has failed

9. The movement of the poem synchronizes with
- (a) tense and aspect
 - (b) simple sentences
 - (c) phrasal verbs
 - (d) modals.
10. Which of the following do you think will **not** be an appropriate text for a follow-up activity? The activity should help learners become familiar with varieties /styles of language that poems of this kind will use in different /other contexts.
- (a) dalit women writers from India
 - (b) successful first generation learners
 - (c) the first women actors who performed on stage
 - (d) none of the above
11. Read the following sentence fragments and say where you are likely to find them.

Recently, there has been a spate of interest in how to ...

In recent years, applied researchers have become increasingly interested in ...

The possibility ... has generated interest in ...

Recently, there has been wide interest in ...

The time development ... is a classic problem in fluid mechanics.

The explication of the relationship between ... is a classic problem of ...

Many investigators have recently turned to ...

- (a) Methods section of a research paper
- (b) Research paper introduction
- (c) Book review
- (d) Results section of a research paper.

Study the table given below carefully and answer Questions 12, 13, and 14.

Table 1. A Comparison of Low- and High-Risk Strategies in a language teaching context

Dimension	Low Risk Strategies	High Risk Strategies
Class Time Required	relatively short	relatively long
Degree of Structure	more structured	less structured
Degree of Planning	meticulously planned	spontaneous
Subject Matter	relatively concrete	relatively abstract
Students' Prior knowledge of the Subject Matter	better informed	less informed

12. If inexperienced teachers tend to minimize the risk while teaching, which of the following statements will be applicable for them?

- i) The highly structured activities are preferred to less structured activities.
- ii) It's better if the learners have more prior knowledge of the subject matter.
- iii) It's better if the learners have less prior knowledge of the subject matter.
- iv) The less structured activities are preferred to highly structured activities.

- (a) Only (i) is applicable.
- (b) (i) and (iii) are applicable.
- (c) (i) and (ii) are applicable.
- (d) Only (ii) is applicable

13. When the teacher has limited amount of class time, which strategy is better according to the data provided in the table.

- (a) using an abstract topic
- (b) using an activity created on the spur-of-the-moment
- (c) using an unknown theme
- (d) using a planned activity

14. Which one of these learning strategies is the most high-risk strategy?

- (a) a concrete topic about which the students have little knowledge
- (b) a well-planned activity which requires 120 minutes.
- (c) an organized activity with an imaginary theme
- (d) a fictional theme with an impulsively planned activity

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SECTION C: ESSAY

[TOTAL MARKS 25]

Write an essay, giving suitable examples, on any ONE of the following in the space provided on the following pages.

1. Information-, reasoning-, and opinion-gap activities
2. The social context of code switching in India
3. Assessing without testing
4. Tools for EITHER Qualitative OR Quantitative research in language education
5. Politics in/of language textbooks
6. Teaching of learning strategies for any one language skill
7. Using language corpora for language learning and teaching
8. From register to discourse analysis in ESP
9. Word formation processes and vocabulary expansion in contemporary English
10. The phonology of English as an International Language
11. Is the native speaker dead?
12. Content-based curriculum