Reg.No. \_\_\_\_\_\_\_\_\_\_\_\_



**UNIVERSITY**

(Karunya Institute of Technology & Sciences)

(Declared as Deemed-to-be University under Sec.3 of the UGC Act, 1956)

**End Semester Examination – Nov/Dec – 2016**

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|  |  | **Semester :** | **2016-17 ODD** |
| **Code :** | **15EN3009** | **Duration :** | **3hrs** |
| **Sub. Name :** | **ENGLISH FOR SPECIFIC PURPOSES** | **Max. marks :** | **100** |

**ANSWER ALL QUESTIONS (5 x 20 = 100 Marks)**

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| **Q. No.** | **Sub Div.** | **Questions** | **Course**  **Outcome** | **Marks** |
| 1. | a. | What are the theories that happen to be the keys to the success of language learning and teaching in ESP? | CO1 | 20 |
| (OR) | | | | |
| 2. | a. | Trace the changes that happened in the teaching of English after the Second World War? | CO1 | 10 |
| b. | Is it essential to teach grammar to students of ESP/ EAP? Defend your point of view using illustration? | CO2 | 10 |
| 3. | a. | Identify the following as TSA, LSA or PSA  1. As a receptionist I need to learn make conversation through telephone  effectively.  2. Today politicians have to communicate in English as they go abroad  frequently.  3. As a literature student I must speak without grammar mistakes.  4. While writing a thesis a researcher should learn to document the reference  as per MLA Hand book.  5. A doctor has to use appropriate medical terms when he shares his views  with his colleagues. | CO3 | 5 |
|  | b. | What is the importance of need analysis while framing a syllabus for ESP  learners? | CO1 | 15 |
| (OR) | | | | |
| 4. | a. | Read the following passage and prepare questions to test the grammatical and vocabulary skills of the ESP Learners.  The neocortex is responsible for the process by which we decide on and commit to particular courses of action. Strung together over time, these choices can accumulate into feats of progress unknown to other animals. Anticipating a better grade on the following morning’s exam, a student can ignore the limbic urge to socialise and go to sleep early instead. Over three years, this ongoing sacrifice translates into a first class degree and a scholarship to graduate school; over a lifetime, it can mean ground-breaking contributions to human knowledge and development. The ability to sacrifice our drive for immediate satisfaction in order to benefit later is a product of the neocortex.  One of the neurological wonders of history occurred when a railway worker named Phineas Gage survived an incident during which a metal rod skewered his skull, taking a considerable amount of his neocortex with it. Though Gage continued to live and work as before, his fellow employees observed a shift in the equilibrium of his personality. Gage’s animal propensities were now sharply pronounced while his intellectual abilities suffered; garrulous or obscene jokes replaced his once quick wit. New findings suggest, however, that Gage managed to soften these abrupt changes over time and rediscover an appropriate social manner. This would indicate that reparative therapy has the potential to help patients with advanced brain trauma to gain an improved quality of life. | CO2 | 20 |
| 5. | a. | a. What are study skills? | CO2 | 5 |
|  | b. | What are the difficulties involved in academic reading and writing? How could they be solved for EAP learners? | CO3 | 15 |
| (OR) | | | | |
| 6. | a. | Write a short note on semantic field theory. | CO2 | 8 |
|  | b. | Prepare a grid for the word **Emotion** anda word net for the word **Examination.** | CO2 | 12 |
| 7. | a. | Imagine you are a [NNS] traffic police man . As you have been taught by an ESP teacher already to use appropriate vocabulary now make a set of instructions in the form of conversation with children who inquires you using the map given below. Identify what would have been the language difficulties of the traffic policeman earlier before going for the training. | CO2 | 20 |
| (OR) | | | | |
| 8. | a. | Read the following passage and identify and alter the extra words to make it a research article.    The aim of the paper is to explicitly study the eco critical aspects of Amitav Ghosh’s novel *The Hungry Tide* in comparison with the Canadian writer Margaret Atwood’s  *Surfacing.* Amitav Ghosh has effectively captured the behavioural nuances of his male and female characters especially of Piyoli Roy, the protagonist of the novel, who lives in close contact with nature – the Sundarbans and the Gangetic Dolphins that sustain as well that thwart her life. Similarly Margaret Atwood, the Canadian novelist obviously without any hesitation brings out the prairies of Canada through the central character “the unknown protagonist”. Both the female characters Piyoli Roy and the unknown protagonist search for their selves and it is through their deeper association with nature they clearly identify who they are. Piyoli Roy of *The Hungry Tide* makes an identification of herself through her elaborate search for Gangetic Dolphins and the unknown protagonist identifies herself through her search for her father in *Surfacing*. The central characters in both the novels merge with nature and they identify their strength and weakness. Both the characters are free spirited souls who really inherit the characters of the wilderness from nature and gradually nature shapes them and protect them from being assaulted in life. They gain strength rapidly, exposed to benign and malign aspects of nature which help them to accomplish their prolonged desires persistently. | CO3 | 6 |
|  | b. | How important is hedging in writing a research paper? | CO3 | 8 |
|  | c. | Read the following passage and paraphrase it by putting it into your own words.  In 1610, Galileo Galilei published a small book describing astronomical observations that he had made of the skies above Padua. His homemade telescopes had less magnifying and resolving power than most beginners’ telescopes sold today, yet with them he made astonishing discoveries: that the moon has mountains and other topographical features; that Jupiter is orbited by satellites, which he called planets; and that the Milky Way is made up of individual stars. From David Owen, “The Dark Side: Making War on Light Pollution,” The New Yorker (20 August 2007): 28.  . | CO3 | 6 |
|  | | **Compulsory:** |  |  |
| 9. | a. | What are the challenges an EOP practitioner would face while designing a course for the Business people involved textile industry? Discuss in detail the needs of these people and also the parameters that could be used to make the course design for them effective. | CO2 | 20 |

ALL THE BEST