Regional Institute of English, South India

Jnanabharathi Campus, Bengaluru – 560 056

Post Graduate Diploma in English Language Teaching
(PGDELT – COURSE –25 - FINAL EXAMINATIO]
June 2023

R EADING

Time: 2½ Hrs.   **Max. Marks: 70**

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Name: _____

Roll. No.: _____

Instructions:
1. **Write legibly**
2. **Answer all the questions in the space provided**
3. **Mention the exact question number if you use additional sheets**

SIGNATURE OF THE CANDIDATE   **SIGNATURE OF THE INVIGILATOR**

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Marks Awarded:

SIGNATURE OF THE EXAMINER

R E A D I N G

Time: 2½ hrs   **Max. Marks: 70**

1. **Complete the following sentences by filling in the blanks.**

                                                              [1x10 = 10 M]

   i.   One of the faulty habits of reading is _____

           Answer:

   ii.   A good reader will be able to read with an average speed of _____.

           Answer:

   iii.   The pattern of students' background knowledge is called _____.

           Answer:

   iv.   The practice of moving eyes back frequently to check the previous word is

           called_____.

           Answer:

   v.   The ease with which a given piece of material can be read is called_____.

           Answer:

   vi.   The study of the relationship between sounds and spellings is called _____.

           Answer:

   vii.   Reading a text to get an overview of what we read is called _____.

           Answer:

   viii.   A section at the end of a chapter in a textbook which explains the meanings of difficult

           words or technical terms is called _____

           Answer:

   ix.   What makes the words and sentences of a text stick together as a whole is called

           _____.

           Answer:

   x.   Words which are commonly used together (e.g. heavy meal) are called _____.

           Answer:

2. **Read the given statements and state whether they are TRUE or FALSE.**

[1x 6 = 6 M]

i. Translating written words into non-verbal or non-textual mode of communication and vice versa is called information transfer.

Answer:

ii. Efficient readers read a text word by word.

Answer:

iii. Skilled reading involves using syntactic and semantic cues to "guess" words.

Answer:

iv. The skill of guessing what comes next, making use of grammatical, logical or cultural clues, is called inferring.

Answer:

v. The omission of words which are implied by grammar is called substitution.

Answer:

vi. A text is any piece of writing such as a letter, an e-mail, a poem, a recipe, or an advertisement, etc.

Answer:

3. **Write the definition/meaning of any SIX of the following in two to three sentences each:**

[2x6 = 12 M]

i. Extensive reading

ii. Purpose of questioning

iii. Phonic approach

iv. Active and passive vocabulary

v. Information transfer

vi. Vocalization

vii. Pre-reading activities

viii. Reading aloud and Silent reading

4. **Read the following passage and write a brief summary in your own sentences.**

[5 M]

Gabriela worked for a multinational company as a successful project manager in Brazil and was transferred to manage a team in Sweden. She was excited about her new role but soon realised that managing her new team would be a challenge.

Despite their friendliness, Gabriela didn't feel respected as a leader. Her new staff would question her proposals openly in meetings, and when she gave them instructions on how to carry out a task, they would often go about it in their own way without checking with her. When she announced her decisions on the project, they would continue giving their opinions as if it was still up for discussion.

After weeks of frustration, Gabriela emailed her Swedish manager about the issues she was facing with her team. Her manager simply asked her if she felt her team was still performing, and what she thought would help her better collaborate with her team members. Gabriela found her manager vague and didn't feel as if he was managing the situation satisfactorily.

What Gabriela was experiencing was a cultural clash in expectations. She was used to a more hierarchical framework where the team leader and manager took control and gave specific instructions on how things were to be done. This more directive management style worked well for her and her team in Brazil but did not transfer well to her new team in Sweden, who were more used to a flatter hierarchy where decision making was more democratic. When Gabriela took the issue to her Swedish manager, rather than stepping in with directions about what to do, her manager took on the role of coach and focused on getting her to come up with her own solutions instead.

Dutch social psychologist Geert Hofstede uses the concept of 'power distance' to describe how power is distributed and how hierarchy is perceived in different cultures. In her previous work environment, Gabriela was used to a high power distance culture where power and authority are respected and everyone has their rightful place. In such a culture, leaders make the big decisions and are not often challenged. Her Swedish team, however, were used to working in a low power distance culture where subordinates often work together with their bosses to find solutions and make decisions. Here, leaders act as coaches or mentors who encourage independent thought and expect to be challenged.

When Gabriela became aware of the cultural differences between her and her team, she took the initiative to have an open conversation with them about their feelings about her leadership. Pleased to

be asked for their thoughts, Gabriela's team openly expressed that they were not used to being told what to do. They enjoyed having more room for initiative and creative freedom. When she told her team exactly what she needed them to do, they felt that she didn't trust them to do their job well. They realised that Gabriela was taking it personally when they tried to challenge or make changes to her decisions, and were able to explain that it was how they'd always worked.

With a better understanding of the underlying reasons behind each other's behaviour, Gabriela and her team were able to adapt their way of working. Gabriela was then able to make adjustments to her management style so as to better fit the expectations of her team and more effectively motivate her team to achieve their goals.

5. **Read the following passage and frame questions (three each) to develop the techniques of skimming and scanning in students.** **[3x2 = 6 M]**

Every time you're online, you are bombarded by pictures, articles, links and videos trying to tell their story. Unfortunately, not all of these stories are true. Sometimes they want you to click on another story or advertisement at their own site, other times they want to upset people for political reasons. These days it's so easy to share information. These stories circulate quickly, and the result is … fake news.

There is a range of fake news: from crazy stories which people easily recognise to more subtle types of misinformation. Experts in media studies and online psychology have been examining the fake news phenomenon. Read these tips, and don't get fooled!

1. Check the source

Look at the website where the story comes from. Does it look real? Is the text well written? Are there a variety of other stories or is it just one story? Fake news websites often use addresses that sound like real newspapers, but don't have many real stories about other topics. If you aren't sure, click on the 'About' page and look for a clear description of the organisation.

2. Watch out for fake photos

Many fake news stories use images that are Photoshopped or taken from an unrelated site. Sometimes, if you just look closely at an image, you can see if it has been changed. Or use a tool like Google Reverse Image search. It will show you if the same image has been used in other contexts.

3. Check the story is in other places

Look to see if the story you are reading is on other news sites that you know and trust. If you do find it on many other sites, then it probably isn't fake (although there are some exceptions), as many big news organisations try to check their sources before they publish a story.

4. Look for other signs

There are other techniques that fake news uses. These include using ALL CAPS and lots of ads that pop up when you click on a link. Also, think about how the story makes you feel. If the news story makes you angry, it's probably designed to make you angry.

If you know these things about online news, and can apply them in your everyday life, then you have the control over what to read, what to believe and most importantly what to share. If you find a news story that you know is fake, the most important advice is: don't share it!

Questions for skimming:

    i.

    ii.
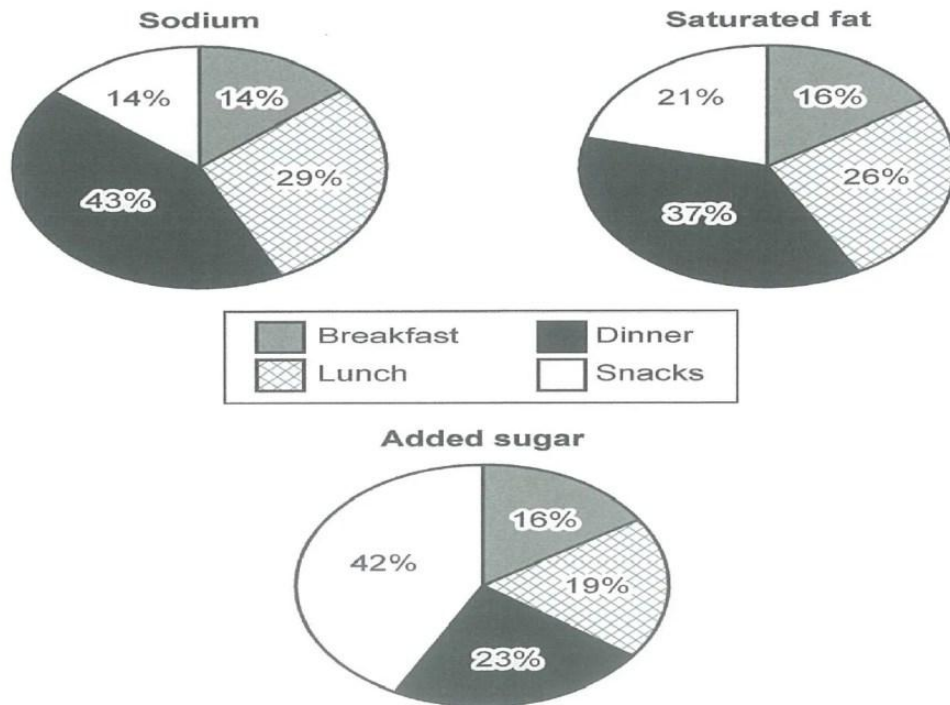
    iii.

Questions for scanning:

    i.

    ii.

    iii.

6.   **Read the short passage given below and design a pre-reading, a while-reading and a post-reading activity (at least one of the activities should be on vocabulary and one should be to develop any other language skill based on the passage).**   **[3x2 = 6 M]**

Dolphins are regarded as the friendliest creatures in the sea and stories of them helping drowning sailors have been common since Roman times. The more we learn about dolphins, the more we realize that their society is more complex than people previously imagined. They look after other dolphins when they are ill, care for pregnant mothers and protect the weakest in the community, as we do. Some scientists have suggested that dolphins have a language but it is much more probable that they communicate with each other without needing words. Could any of these mammals be more intelligent than man? Certainly the most common argument in favor of man's superiority over them that we can kill them more easily than they can kill us is the least satisfactory. On the contrary, the more we discover about these remarkable creatures, the less we appear superior when we destroy them.

7. The charts below show the average percentages in typical meals, of three types of nutrients, all of which may be unhealthy if eaten too much. Write a paragraph interpreting the data given. **[5 M]**

Average percentages of sodium, saturated fats and added sugars in typical meals consumed in the USA

Sodium

14% 14% 29% 43%

Saturated fat

21% 16% 26% 37%

Breakfast — Dinner
Lunch — Snacks

Added sugar

16% 19% 23% 42%

8. **Write short notes, in a paragraph of 8 to 10 sentences, on any FOUR of the following topics.**

[5 x 4 = 20 M]

 i.   Top-down and bottom-up approach to reading

 ii.   Micro-skills of reading

 iii. Reading skills transferable from L1 to L2

 iv.   Literature circle activities

 v.   Skimming and scanning

 vi.   Assessing reading

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