

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY  
HYDERABAD 500 007



SCHOOL OF DISTANCE EDUCATION

POST GRADUATE DIPLOMA IN THE TEACHING OF ENGLISH  
FINAL EXAMINATION – NOVEMBER 2018

TESTING LANGUAGE AND LITERATURE  
(This paper contains 7 printed pages)

Time: 10.00a.m.to 1.00 p.m.  
Max. marks: 75

**Instructions:**

1. **Attempt all** questions. **Read** the questions & instructions carefully before you begin working.
2. **Number** your answers to the question correctly.
3. **Distribute** your time according to the marks allotted to each question.
4. **DO NOT COPY** out the test items / questions.
5. It is an **OPEN BOOK** examination. You can refer to your lessons and worksheets if you wish.

- I. State clearly and briefly what is being tested (element / skill), the mode, and the cognitive domain through which it is tested in each of the following items from 'A' to 'E', using Carroll's table as a frame of reference. [15 marks]

(DO NOT DO THE TASKS.)

A. Choose the right answer to complete the sentences below.

- i. There \_\_\_\_ (is/are) lovely roses and lotuses in the garden.
- ii. Much trouble \_\_\_\_ (is/are) predicted.
- iii. Many \_\_\_\_ (have/has) gathered in the main square of the town.
- iv. The driver as well as the conductor \_\_\_\_ (was/were) asleep.
- v. Neither the boy nor the girl \_\_\_\_ (was/were) there in the class.

B. Tinu and Minu are talking to each other. Look at Minu's answers and guess what Tinu had asked.

Tinu: \_\_\_\_\_  
Minu: I came yesterday.

Tinu: \_\_\_\_\_  
Minu: I came by train.

Tinu: \_\_\_\_\_  
Minu: I am staying with my uncle and aunt.

**C.** Fill in the blanks with the antonyms of the words given in the brackets.

- i.** Cindy gives me \_\_\_\_ (wanted) advice.
- ii.** Ms Hansa was quite \_\_\_\_ (pleased) when she was not selected in the team.
- iii.** Don't be \_\_\_\_ (sensitive) to others.
- iv.** I \_\_\_\_ (like) crabs though I quite enjoy fish.
- v.** These chapattis are so stale. They are quite \_\_\_\_ (edible).

**D.** John is writing a letter which has some gaps in it. Help him to complete the letter by putting in the missing bits.

Dear Sohan,  
How are you? I think it has \_\_\_\_ three years since you changed school. I \_\_\_\_ missed you so much! \_\_\_\_ do Prabhas and Nadeem. People used to call us \_\_\_\_ Football Gang, didn't \_\_\_\_? Football has never been the \_\_\_\_ without you.

Prabhas' father is transferred \_\_\_\_ Delhi. So, he will soon \_\_\_\_ to Delhi. Sunil's father is planning to settle in the USA \_\_\_\_ so he will also go away.

But the good news is that we are all \_\_\_\_ for a get together this Sunday. At my place. Can you \_\_\_\_ it? We will all be so happy if you \_\_\_\_.

Your friend,  
John

**E.** Arrange the sentences given below in the right order so that you can enjoy the joke.

- i.** "Oh!" replied his young brother with an innocent smile on his face.
- ii.** "Why should I take a ladder to school?" he asked.
- iii.** "Mom told me that now you are in high school; so won't you need a ladder to climb?"
- iv.** "Dada, why don't you take a ladder to school?" he asked.
- v.** Young Somu was talking to his older brother.
- vi.** His elder was seriously surprised.

**II.** Read the excerpt given below from an article and prepare 5 questions in the Multiple Choice format to test students' comprehension of the passage (Class XII level). Prepare one question for testing each of the following levels of comprehension:  
**[15 marks]**

- a.** Lexical      **b.** Factual      **c.** Inferential      **d.** Global      **e.** Discourse linkers

George Washington Carver (1864 – 1943) was internationally known as an eminent agricultural scientist. Born in the US, he rose from slavery to a very prestigious status of "Wizard of Sweet Potato." He won innumerable

awards in his life for his innovative ideas and experiments in agriculture. He is called "The Benefactor of Mankind."

Carver was born in slavery on a farm in Missouri. Shortly after his birth, his father was run over by a wagon and got killed. Before he was one year old, the Night Riders, a gang that kidnapped slaves and sold them to other masters far away, surrounded his mother's cottage. George and his mother were tied to a horse and taken over to the Ozark mountains into Arkansas. But their master Moses Carver sent out a man looking for the mother and child. The master offered the man a tract of land if he found the woman and a horse if he found the child. The child had contracted whooping cough and the Night Riders had abandoned him somewhere on the road. The man sent by the Master found him and brought him back to the master and got a horse as his reward. No one knows what became of the mother.

The Carver family was kind. They had no children of their own. So they raised the child and his brother like their own children. George was a very curious child and he was always bringing Mrs. Carver strange roots and plants he had found. He would ask them questions such as why flowers had different colours, why leaves had varying patterns and why bees loved clover or why dew drops sparkled. He tried to get at the root of things literally, asking questions about why the acorn made a tree or the sunflower seed a flower. He made himself a secret garden to bring back to life sick plants.

The Carver family sent him to a school for coloured children at Neosha, some eight to ten miles away. A big strong kindly woman Mariah Watkins took him in and let him work for his board and keep. But she mothered him too, and loved him.

For his high school, he had to hitch-hike a ride to Kansas. He worked with a very rich family as a house boy. One evening when his masters sent him to a drug shop to buy some medicines, he witnessed a gruesome sight. Some white men had dragged a hapless Negro man into the street and kicked him to death. They built a bonfire in the town square and when it was blazing high, they threw the bleeding Negro into it. Young Carver's heart almost stopped beating with fright.

One day he saw in a newspaper an advertisement of a college at Olanthe, Kansas, called the Highland University. He sent his high school grades and the college sent him a letter of admission, complimenting him upon his grades. But when he presented himself at the college to enroll, the person in charge looked up at his in astonishment and said, "Why, we don't enroll Negroes here!" Poor Carver was dejected.

Finally he got admission to Simpson College in Iowa. By this time, he was twenty five. He had no money so he opened a one-man laundry for students and eked out an existence. He had a talent for music and piano so he studied music and the natural sciences. Then through one teacher, Carver was admitted to the agricultural department in the Iowa State College at Ames. This was not a smooth sailing journey because coloured students were a rarity. He could not stay in the dormitory nor could he eat in the students' dining hall.

But in spite of all these he never lost his hope or will to study and he always stood at the top of his class. His educational journey is so inspiring! It tells us about his indomitable spirit and resilience.

- III. Given below is a writing task for 10 marks from a standard VIII class, followed by three responses taken from students' answer scripts. You have to: [15 Marks]
- Formulate a set of criteria for evaluating the writing.
  - Mark each answer according to the criteria.
  - Write feedback on each response to help the student improve his/her writing.

Task for the student: *Write a short paragraph of about 8 to ten lines, describing what you did in the school on 2 October, on Gandhi Jayanti as part of the Swachh Bharat Abhiyan.*

**Response 1:**

Mahatma Gandhi were a great leader. Who don't know about him. This year we decided to kleen the school on his birthday 2 So went school at 7 .30. on the 2 Oct. morning. First we offer flowers and prayers to Gandhi statue. We sing his bhajans too. Headmaster then gave a speech about importance of kleeeliness. He said cleanness is godliness. Then every class was given some brooms. Baskets too. We swept grounds, our classroom and corridor. It was very nice. My clothes become dirty. But I feel good. Then we had lite refresment. I was very hungry and was happy.

**Response 2:**

Our teacher say we have to become like our great leaders. Mahatma Gandhi is a great leader. He is well know and famous. He led India in freedom struggle. He also liked cleanliness. So the school decided to teach us how to keep our environment clean. We celebrated his birthday on 2<sup>nd</sup> October. Our plan was to clean the whole school. All classes had to clean some part of playground and their own classroom. We collected waste paper, remove dry grass, thorn bushes etc. We also got some tea and snack afterward. Now the school looks clean. I think we should do this everyday! It is a good idea, really.

**Response 3:**

Mahatma Gandhi, the great leader of our nation, liked cleanliness. He said that cleanliness is godliness. Dirt invite disease. Dirt breed flies and insects and they spread diseases. Children die because of infections and diaria. Hiegene is important. Our school decided to clean classrooms, the ground and drinking water tank. This was part of the Swachh Bharat Abhiyan. We all enjoyed the works. Before, we never think of school as so dirty. We never noticed. When we cleaned the rooms and the grounds, we realize that it was very dirty. Good work we did. Now we have decided we will clean our classroom everyday. We will not throw waste paper, rapers or broken pens and pencils or west food around. Our headmaster gave us the oath. And we will follow it.

Q. IV. Read the poem and look at the tasks framed on the poem below which have been taken from a question paper of BA I, Compulsory English. [15 Marks]

- a. Evaluate the tasks with reference to their suitability for testing the sub-skills of reading poetry.
- b. Create two or more test items to test a sub-skill not tested by the earlier items.

**The Indian Serenade**

-- P.B.Shelley

**I**

I arise from dreams of thee  
In the first sweet sleep of night,  
When the winds are breathing low,  
And the stars are shining bright:  
I arise from the dreams of thee,  
And a spirit in my feet  
Hath led me – who knows how?  
To thy chamber window, Sweet!

**II**

The wandering airs they faint  
On the dark, the silent stream –  
The Champak odours fail  
Like sweet thoughts in a dream;  
The nightingale's complaint,  
It dies upon her heart –  
As I must on thine,  
Oh, beloved as thou art!

**III**

Oh lift me from the grass  
I die! I faint! I fail!  
Let thy love on kisses rain  
On my lips and eyelids pale.  
My cheek is cold and white alas!  
My heart beats loud and fast:  
O! press it to thine own again,  
Where it will break at last.

**Task 1:** Answer the following briefly.

- i. Who does the poet address in this poem?
- ii. Why can't the poet have a silent comfortable sleep?
- iii. How does the poet describe the night?
- iv. Explain the last line of the poem.

**Task 2:** Write a short summary of the poem in your own words.

**Q. V A.** A test of English proficiency for 100 marks is administered to 3 different sections of class 9 students in a regional medium school. This is done at the end of the academic year; the school principal wants to find out whether the students in any one particular section need extra help with English before their final public examination in class 10. Each class has 30 students. The marks obtained by these different students is given below in the form of a grouped frequency table, (multiples of 10). Draw three free hand histograms using these grouped frequency tables to capture the performance of each section separately. **[03 marks]**

Use the 3 free hand histograms as a base (that is, interpret them) and carry out the following tasks.

1. Identify the section that, according to you, will need extra help with English next year. Give reasons for your answer. **[02 marks]**
2. Look at the spread of scores and identify the section which is the most homogeneous of the three in terms of proficiency. Give reasons for your answer. **[03 marks]**

Grouped Frequency	Section P	Section Q	Section R
91-100	5	5	--
81-90	4	4	--
71-80	6	4	--
61-70	8	5	5
51-60	7	4	10
41-50	--	5	5
31-40	--	3	5
21-30	--	--	3
11-20	--	--	2
0-10	--	--	

**Q. V. B.** Given below are the scores obtained by 21 students in a test paper with 10 items. The test items are numbers 21-30. They are rank ordered and already divided into upper, middle and lower groups. Examine carefully the performance of each item. Calculate the FV and DI and identify the following types of items. There is space in the table for you to write out upper, middle and lower group totals. Two rows are also left blank for you to write your FV and DI. **[07 marks]**

1. Two efficient items;
2. Two difficult items;
3. Two easy items;
4. One item with negative discrimination.

(Note: You **DO NOT** need to copy out the question or the table. For sub-question no. 1, just write 2 efficient items in your answer paper, and so on for the other 3 sub-questions.)

Enrollment No.: \_\_\_\_\_

**Instructions:** Please attach this page, with your worked-out scores, to your answer script.

Item nos. → Roll nos. ↓	21	22	23	24	25	26	27	28	29	30
1	0	1	1	1	1	1	1	1	1	1
2	0	0	1	1		1	0	1	1	1
3	1	0	1	1		1	0	0	0	1
4	1	1	1	1		1	1	0	0	1
5	1	1	1	1		1	0	0	1	1
6	1	1	1	1		1	0	1	1	1
7	0	1	1	1		1	0	1	1	0
<b>Total Passes in UG</b>										
8	1	1	1	1		1	1	1	0	1
9	0	0	1	1		1	0	1	0	1
10	0	1	0	1		1	0	0	0	1
11	0	0	0	1		1	0	0	0	1
12	0	1	1	1		0	1	0	0	1
13	0	0	1	1		0	1	0	0	0
14	0	0	1	1		0	0	0	0	1
<b>Total Passes in MG</b>										
15	0	1	1	1		1	1	1	0	1
16	0	0	0	1		1	1	0	1	1
17	0	0	1	0		1	1	0	0	1
18	0	0	1	0		1	1	0	0	1
19	0	1	1	1		0	1	0	0	0
20	0	0	1	1		0	1	0	0	0
21	0	0	1	0		0	0	0	0	0
<b>Total Passes in LG</b>										
<b>FV</b>										
<b>DI</b>										

