

POST-GRADUATE COURSE

Term End Examination – Dec., 2014 / June, 2015

ENGLISH LANGUAGE TEACHING

Paper-VI : Trends in Critical Theory-II, Literary
Materials Exploitation and Application

Time : Four Hours

Full Marks : 100

(Weightage of Marks : 80%)

Special credit will be given for accuracy and relevance in the answer. Marks will be deducted for incorrect spelling, untidy work and illegible handwriting. The weightage for each question has been indicated in the margin.

SECTION – A

1. Answer any
- two*
- of the following questions :

18 × 2 = 36

- a) Comment on Aristotle's concept of tragedy with special reference to plot and character. Discuss the features of tragedy that would teach in your own class.
- b) How will you introduce the features of Comedy in your own class ? Discuss briefly the elements of comedy as found in the classical English dramas.
- c) Discuss the main features of the Essay. Comment on the various features that you would discuss in your class.
- d) Classify and analyse the Tragedies (at least 2) included in the syllabus that you teach or study.

- e) State the salient features of a Biography referring to at least two influential expressions in the form.

SECTION – B

2. Answer any
- three*
- of the following questions :

12 × 3 = 36

- a) Prepare a lesson plan for teaching this short poem where English is taught as the Second Language in Class XII.

The Snake Trying

The snake trying
to escape the pursuing stick,
with sudden curvings of thin
long body. How beautiful
and graceful are his shapes !
He glides through the water away
from the stroke. O let him go
over the water
into the reeds to hide
without hurt. Small and green
he is harmless even to children.
Along the sand
he lay until observed
and chased away, and now
he vanishes in the ripples
among the green slim reeds.

— by D. H. Lawrence

- b) State the strategies you would use to help your learners read and interpret the features of any Short Story that you may teach in your class. Give a detailed plan, keeping in mind the level of your class and the basic factors of time management and engagement with the input.
- c) How difficult is it to teach "Comedy" to a class ? The difficulty lies in the cultural misunderstanding and not misconception of the concept. Discuss a few strategies that you can involve to resolve this problem.
- d) You have just completed teaching a One-Act Play in your class at H. S. level. Give a detailed plan of the lesson taught with special reference to the tasks in the 'Motivation Stage'.
- e) Frame three While Reading Tasks for your students on the extract below and explain various strategies you may adopt to make the class interactive and useful :

When I first visited Gandhi in 1942 at his ashram in Sevagram, in central India, he said. "I will tell you how it happened that I decided to urge the departure of the British. It was in 1917."

He had gone to the December 1916 annual convention of the Indian National Congress

- party in Lucknow. There were 2,301 delegates and many visitors. During the proceedings, Gandhi recounted, "a peasant came up to me looking like any other peasant in India, poor and emaciated, and said, 'I am Rajkumar Shukla. I am from Champaran, and I want you to come to my district' !" Gandhi had never heard of the place. It was in the foothills of the towering Himalayas, near the kingdom of Nepal.
- f) What would be your techniques to present and explain the images in this excerpt from 'Macbeth' by Shakespeare ? State at least five techniques for explaining the images present.

Macbeth

She should have died hereafter :

There would have been a time for such a word.

Tomorrow, and tomorrow, and tomorrow,

Creeps in this petty pace from day to day, 20

To the last syllable of recorded time;

An all our yesterdays have lighted fools

The way to dusty death. Out, out, brief candle !

Life's but a walking shadow, a poor player

That struts and frets his hour upon the stage

And then is heard no more. It is a tale

Told by an idiot, full of sound and fury.

Signifying nothing. (V. v 7-28)

SECTION – C

3. Answer any *four* of the following questions :

$$7 \times 4 = 28$$

- a) Describe the problems one would face while teaching a Novel.
- b) How would you teach Personal Essays to your class ? Give at least 4 strategies that you may involve while teaching Personal Essays.
- c) Compile a set of guidelines that you would give your students to help them attempt a critical appreciation of a poem.
- d) Give four reasons for designing tasks for a literature classroom by the teacher in order to facilitate understanding.
- e) Mention three teaching strategies a teacher may use to introduce the notion of a tragic hero in the class.
- f) Write short notes on any *two* of the following :
 - (i) Hubris **or** Hamartia
 - (ii) Brainstorming as an essential part of classroom teaching
 - (iii) Problems of teaching English Literature in West Bengal

- (iv) Designing Teaching Materials for classroom teaching
- (v) Social Tragedy.
- g) You want your learners to read and enjoy poetry independently. Frame 4 short questions on the poem 'Keeping Quiet' by Pablo Neruda.

Now we will count to twelve
and we will all keep still.

For once on the face of the Earth
let's not speak in any language,
let's stop for one second,
and not move our arms so much.

It would be an exotic moment
without rush, without engines,
we would all be together
in a sudden strangeness.

Fishermen in the cold sea
would not harm whales
and the man gathering salt
would look at his hurt hands.



Those who prepare green wars,
wars with gas, wars with fire,
victory with no survivors,
would put on clean clothes
and walk about with their
brothers
in the shade, doing nothing.

What I want should not be
confused

with total inactivity.

Life is what it is about;

I want no truck with death.

If we were not so single-minded

about keeping our lives moving,

and for once could do nothing,

perhaps a huge silence

might interrupt this sadness

of never understanding ourselves

and of threatening ourselves with death.



Perhaps the Earth can teach us
as when everything seems dead
and later proves to be alive.

Now I'll count up to twelve
and you keep quiet and I will go.

- h) State three strategies that you could involve
in generating ideas by using background
knowledge while teaching a Short Story or
a Nature Poem.

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