A. Summarize the main idea of the passage given above.

(5 Marks)

- B. Choose the correct answer:
 - (i) What is the difference between the approaches of Socrates and Aristotle?
 - a) Aristotle felt the need for repetition to develop good habits in students; Socrates felt that students need to be constantly questioned
 - b) Aristotle felt the need for rote-learning; Socrates emphasized on dialogic learning
 - c) There was no difference
 - d) Aristotle emphasized on the importance of paying attention to human nature; Socrates emphasized upon science
 - (ii) Why do educationists consider philosophy a 'weak and woolly' field?
 - a) It is not practically applicable
 - b) Its theoretical concepts are easily understood
 - c) It is irrelevant for education
 - d) None of the above
 - (iii) What do you understand by the term 'Perennialism', in the context of the given comprehension passage?
 - a) It refers to something which is of ceaseless importance
 - b) It refers to something which is quite unnecessary
 - c) It refers to something which is abstract and theoretical
 - d) It refers to something which existed in the past and no longer exists now
 - (iv) Were Plato's beliefs about education democratic?
 - a) He believed that only the rich have the right to acquire education
 - b) Yes
 - c) He believed that only a select few are meant to attend schools
 - d) He believed that all pupils are not talented
 - (v) Why did Aquinas propose a model of education which did not lay much emphasis on facts?
 - a) Facts are not important
 - b) Facts do not lead to holistic education
 - c) Facts change with the changing times
 - d) Facts are frozen in time

 $(5 \times 2 = 10 \text{ Marks})$

30. Explain the types of tenses in English Language.

(15 Marks)

31. Explain the classification of speech sounds in English language.

(15 Marks)

a) The train stops at Chennai.

32. "Speaking is one of the most fundamental skills in communication" Elaborate.

(15 Marks)

(4)

20 U	143SA	(Pages	: 4)	Name:				
Reg. No								
(Regular/Supplementary/Improvement)								
CC17U ENG1 A01/CC18U GEC1 EG01								
TRANSACTIONS: ESSENTIAL ENGLISH LANGUAGE SKILLS (Common Course)								
(For B Voc /B.C.P. 20	17 Admission onwards	*	017, 2018 Admissions)				
	Three Hours	-	, 2100 20	Maximum: 80 Marks				
I Ansv	ver all the following au	estions:						
	swer <i>all</i> the following questions: are a combination of two pure vowels							
1.		b) Monophthongs	c) Consonants	d) Sounds				
2		resented by the underline	,	•				
۷.	-	•		_				
	a) /3/	b) /e/	c) /a/	d) /k/				
3.	Identify the underlined	d letter in the following w	vord: <i>Sh<u>a</u>re</i>					
	a) Diphthong	b) Monophthong	c) Consonant	d) Sound				
4.	Find out the meaning of the phrasal verb "figure out"							
	a) To understand/calcu	ulate something	b) To spend a lot of	f time in a place				
	c) To depend		d) To distribute					
5.	Find out synonyms for the word 'get'.							
	a) Acquire, obtain	b) Various, unlike	c) Escape, flee	d) Hold, lift				
6. The total number of consonants in English is								
	a) 41	b) 44	c) 24 d) 20					
7.	Another word used to							
	a) Mother Tongue	b) Exchange	c) Transfer	d) L1 Interference				
8.	Pure vowels are also o	alled						
	a) Diphthongs	b) Monophthongs	c) Vowel glides	d) Alphabets				
9.	Identify the monosyllabic word.							
	a) Jump	b) Hotel	c) Forest	d) Poem				
10. The varying degree of emphasis with which sounds are produced is called								
	a) Intonation	b) Pronunciation	c) Stress	d) Articulation				
				$(10 \times 1 = 10 \text{ Marks})$				
II. Ans	wer any ten of the follo	wing questions in two or	three sentences each	:				
11	. What are the two basic	c functions of speaking a	ecording to Thornbur	y?				
12	. Define vowel.							
13	. What are loan words?	Give examples						
14	. Make negative senten	ces.						

(1)

b) Children play football on Monday.

Turn Over

15	. Write sentences using the g	given idioms:						
	a) lock horns		b) a shoulder to cry on					
16	. What are taboos? Give exa	mples.						
17	. Transcribe the following w	ords.						
	a) Make		b) Please					
18	Use either simple present or the present continuous tense of the verbs in brackets:							
	a) Grandpa (take) a nap in the living room. We (not, want) to wake him up.							
	b) Usually, I (sleep) at 9'o clock and (wake) up at 7'o clock in the morning.							
19	Write the meaning for the idioms:							
	a) wreak havoc on		b) stick to your guns					
20	0. Define consonant sounds.							
21	1. Choose the suitable synonym for the words:							
	i) Adversity							
	a) Difficulty	b) frustration	c) sadness	d) serious				
	ii) Eminent							
	a) renowned	b) popular	c) widespread	d) various				
22	. Define phonetics.							
				$(10 \times 2 = 20 \text{ Marks})$				
III. An	swer any four of the following	ng questions in a paragra	ph of 100 words each:					
23	23. L ₁ Interference							
24	 24. Rearrange the following jumbled sentences: a) writing/telephone/am/a/I/about/your/complaint. b) than drop/ I would/rather/ the move/support/completely. c) it's much/ on/ the topic/I think/to/keep/mum/better. d) reason/ no/ I can /see/ to /it/ oppose. 							
25	. Write a brief note on the past tense.							
26	6. Difference between Basic Modal verbs and Phrasal Modal verbs.							
27	27. Read the situations and write questions beginning with <i>Can</i> or <i>Could</i>.i) You phoned Ammu, but somebody else answered. Ammu was not here. You want to leave a message for her.							
	ii) You are a tourist. You w	vant to go to the station, b	out you don't know when	re it is.				
	You ask the receptionist	t.						

 $(4 \times 5 = 20 \text{ Marks})$

IV. Answer any two of the following questions in 300 words each:

28. Define Word stress.

29. Read the given passage and answer the questions given below:

Philosophy of Education is a label applied to the study of the purpose, process, nature and ideals of education. It can be considered a branch of both philosophy and education. Education can be defined as the teaching and learning of specific skills, and the imparting of knowledge, judgment and wisdom, and is something broader than the societal institution of education we often speak of.

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Many educationalists consider it a weak and woolly field, too far removed from the practical applications of the real world to be useful. But philosophers dating back to Plato and the Ancient Greeks have given the area much thought and emphasis, and there is little doubt that their work has helped shape the practice of education over the millennia.

Plato is the earliest important educational thinker, and education is an essential element in "The Republic" (his most important work on philosophy and political theory, written around 360 B.C.). In it, he advocates some rather extreme methods: removing children from their mothers' care and raising them as wards of the state, and differentiating children suitable to the various castes, the highest receiving the most education, so that they could act as guardians of the city and care for the less able. He believed that education should be holistic, including facts, skills, physical discipline, music and art. Plato believed that talent and intelligence is not distributed genetically and thus is be found in children born to all classes, although his proposed system of selective public education for an educated minority of the population does not really follow a democratic model.

Aristotle considered human nature, habit and reason to be equally important forces to be cultivated in education, the ultimate aim of which should be to produce good and virtuous citizens. He proposed that teachers lead their students systematically, and that repetition be used as a key tool to develop good habits, unlike Socrates' emphasis on questioning his listeners to bring out their own ideas. He emphasized the balancing of the theoretical and practical aspects of subjects taught, among which he explicitly mentions reading, writing, mathematics, music, physical education, literature, history, and a wide range of sciences, as well as play, which he also considered important.

During the Medieval period, the idea of Perennialism was first formulated by St. Thomas Aquinas in his work "De Magistro". Perennialism holds that one should teach those things deemed to be of everlasting importance to all people everywhere, namely principles and reasoning, not just facts (which are apt to change over time), and that one should teach first about people, not machines or techniques. It was originally religious in nature, and it was only much later that a theory of secular perennialism developed.

During the Renaissance, the French skeptic Michel de Montaigne (1533 - 1592) was one of the first to critically look at education. Unusually for his time, Montaigne was willing to question the conventional wisdom of the period, calling into question the whole edifice of the educational system, and the implicit assumption that university-educated philosophers were necessarily wiser than uneducated farm workers, for example.

(3) Turn Over