

**BDP / BCA / BTS**

**Term-End Examination**

14754

**December, 2016**

**FEG-2 : FOUNDATION COURSE IN ENGLISH-2**

*Time : 2 hours*

*Maximum Marks : 50*

**Note : Answer all questions.**

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1. Write a composition in about 350 words on any **one** of the following : 20
- (a) Awareness of sexual abuse — a must in school education.
  - (b) The underprivileged child has every right to be educated.
  - (c) Pollution as a health hazard needs immediate attention.
  - (d) The newspaper is a welcome source of information.

2. Write a paragraph in about 200 words on any *one* of the following topics :

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(a) Road Rage

(b) Technology can revolutionize education

(c) Happiness in families spending time together

(d) Time Management is a skill to be cultivated

3. You have been a witness to a fight between neighbours. As a result one of the neighbours had to be hospitalised. Write a report for a local newspaper about the whole incident. Do report on the exact time of the incident, the likely causes, the casualties and how such incidents can be avoided in future.

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**OR**

Give reasons to support the statement :  
"Learning a second language extends one's vision and expands the mind. ... A second language teaches us different ways of labelling and organizing our experience."

Your writing should explain, analyse, define, compare and illustrate the statement given above.

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4. Summarize the following passage to not more than one-third of the original. Give it a suitable title.

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When the study of the learning environment is used as a means of describing learning situations, it improves our understanding of various influences on learning outcomes. In particular, by understanding influences at the level of concrete behaviour, one can more easily determine appropriate interventions for changing the environment. A learning environment comprises "all of the physical surroundings, psychosocial or emotional conditions, and social or cultural influences" present in a learning situation (Hiemstra, 1991, p. 8).

Both the physical and the social aspects of a learning environment influence student participation and satisfaction (Fulton, 1991) and are believed to affect the learning of the people who function in them. These effects can be positive or negative (Vahala & Winston, 1994). In fact, learning environments have effects beyond learning to include socialization, particularly when certain patterns of interaction occur across many classes in a curricular program. Student

and faculty come to expect and to see as normative some actions and not others (i.e., what one *should* or *should not* do). For example, when students' seats are bolted to the floor facing a lectern, student collaboration can be inhibited. If, in combination with this physical influence, instruction is almost entirely lecture-based, student can come to resist different teaching methods such as student-led discussion or small group work (e.g., Waite, Jackson, & Diwan, 2002).

While the learning environment exists in social space, it is rarely explicitly stated nor are its features static. Instead, the learning environment is negotiated through student-student and instructor-student interaction, and its characteristics, in turn, have a socializing effect (Rorty, 1999). Communication patterns are key, since it is by creating shared understanding that teaching and learning occur. Communication patterns that become typical provide not just information, but represent and maintain social order, implying and prescribing the way things are done or should be done – and who can do them – “around here” (Burke, 1966; Goffman, 1959; Mead, 1934).

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