**English Comprehension (Eng101)**

**Fall 2019**

**Assignment No. 2**

**Total Marks: 20**

**Lectures: 23-36**

**Instructions:**

* Upload your assignments in a proper format, i.e. MS word file. Corrupt files will be awarded zero marks.
* The assignments should be zoomed in at 100%.
* Please avoid plagiarism; plagiarized work will be marked zero.
* After the due date, the assignments submitted via email would not be entertained.
* Please avoid submitting copied assignments; otherwise, such a case would be referred to the discipline committee.
* The font color should be preferably black and font size 12 Times New Roman.

**Q1. One of the major concepts of reading comprehension is the ability to process texts, understand their meaning and to integrate with what the reader already knows. Three passages have been given to understand the writer’s intent regarding the teaching marvel. Read the passages carefully and answer the multiple-choice questions given at the end.**

(**2\*5=10 Marks)**

1. Teaching is a marvel. I’ve always been told that, but I’ve never had the chance to live that marvel, to be in the shoes, and wear the profile, of a teacher. But I just did, I literally taught a class (though jointly with other co-teachers and with a nasty bunch of insanely annoying students). In this reflective narrative I will try to pen the particulars of how that went and the mixed feelings I was drowning in throughout that tiny experience.
2. In matters of teaching and what counts, I’m always skeptical. To be honest, I don’t really know what’s the source of that skepticism. Maybe I don’t feel ready yet to assume that huge responsibility of being involved in shaping the future of a generation of so many students. Or maybe I don’t see myself as a person who is capable of managing a (real) classroom where coexist a melting-pot of different people with different mindsets. Or maybe teaching is well above my intellectual station. These skepticisms really had a negative impact on me, as it made me believe that I’m not the person for that profession, and so I distanced myself from anything related to teaching. While my colleagues were so enthusiastic studying for the profession of teaching (studying things like teaching methods, curriculum development, classroom discourse, etc.) I was so reluctant in such matters and considered that needless knowledge that’s not going to be of any practical use to me since teaching was an off-the-table career to me. However, quite recently, I came to grasp that I was seriously wrong, like way off. There is nothing I would rather be than a teacher; every career is off the table now but teaching. After this reconciliation (which was a result of so many circumstances that this reflective account can’t detail), I undertook the journey of unravelling the mysteries of teaching, and this journey is getting funnier and more interesting with every day that passes. All my insecurities concerning the teaching profession are still there, but I can live with them now, and I can stare them in the face and ready to face them off. Besides, there is no fun in doing something if one doesn’t feel insecure; insecurities are indicators of a good adventure that is waiting down the road. With this healthy attitude towards teaching, I was always looking forward with enthusiasm to practice teaching. And so it happened that ‘Teaching Practicum’ was scheduled for this semester, and you have no idea how comforting was that to me (though some skepticism was still clinging to me out of its demeaning stubbornness).
3. My turn to teach has finally come, and I don’t know where to begin. I was lost in a train of thought that seemed endless, especially when I was told that the students I’m going to teach are supposed to be true beginners (I was like: you gotta be kidding me!), because it was an unmet challenge to me to simplify things. My task was to take care of the warm-up and the wrap-up of the lesson. My first concern was how to get those lousy students to shut up, I already witnessed how their irritating noise interfered with the effectiveness of the previous lessons, so I was worried about that, big time. But I had a thought that can hush them, at least during my part. Because they were students with a good sense of reason, I thought it would be sensible to compel them to submit to their reason, so I told them that we were some really harsh teachers in front of whom students don’t dare to move a muscle, so this should mean to them that every noise or trouble they make will not be justified and will be completely unreasonable (so I though, and so wrong was I!). No sooner had I started the warmer than all hell broke loose inside the class. People were making all sorts of sounds, many languages were chaotically spoken, and students throwing stuff at each other. Luckily noise and chaos were not liabilities to the warmer I prepared. After I double-checked students’ revision of last week’s supposed class, backing that up with some pictures of sports, I gathered students in the middle of the U-shaped class and told them we’re going to play a game. (They shouted out of ecstasy at the prospect). The game was against all expectations; it was called ‘Guess the Corner’. I adapted this game to the surroundings of the classroom; normally it was suggested as a wrap-up game. The game was played in a very simple fashion: I blindfolded one student and asked him/her to find one of his colleagues. To show his location, the student should freeze in his place and shout ‘here I am’. Relying solely on his sense of hearing and how he remembers the class is arranged, the blindfolded student should find the target student. My original (thought far-fetched) intention was to play with all the students and then the last one that remains hidden and couldn’t be found by the blindfolded student wins, but I was under a great pressure of time and wound up playing it only with three or four students, but it was fun anyway. Altogether beyond all my hopes, the students showed great collaboration and made smooth the realization of the game (lackaday!).

**1. How would you describe the author's narrative towards students in passage?**

1. Appease
2. Perturb
3. Gratify
4. Subsidize
5. All of the above given options

**2. What is meant by the phrase ‘pen the particulars’?**

1. To interpret the general opinion
2. To write down views of colleagues
3. To lend a hand towards his narrative
4. To reveal some specific information
5. None of the above given option

**3. Among the following, what is the basic reason of the author’s skepticism in matters of teaching?**

1. Doesn’t feel ready yet
2. Doesn’t seem as a person who is capable of managing a classroom
3. It seems that teaching is well above the author’s intellectual station
4. Author’s source of skepticism is fly-by-night
5. None of the above given

**4. How would you describe the author's narrative towards teaching marvel in passage 2?**

1. Ready to adopt any career but teaching
2. Feeling insecure concerning the teaching profession
3. Feeling seriously wrong regarding every profession
4. Every career is off the table now but teaching
5. None of the above given option

**5. In passage 3, how does the author find himself after having fun with the students?**

1. Seems comfortable
2. Seems in distress
3. Seems in endless thoughts
4. Seems skeptic
5. All of the above given options

**Q2. “Indefinite pronouns are those referring to one or more unspecified objects, beings, or places. “They are called “indefinite” simply because they do not indicate the exact object, being, or place to which they refer. Fill in the blanks with a suitable indefinite pronoun given in square brackets.** **(Somewhere, something, someone, anything, anyone, anywhere, nothing, everyone, everything)** (**10\*1=10Marks)**

1. Can't you hear that ---- is knocking on the door?
2. I was wondering if you would like ---- to drink.
3. The family members have been badly injured in the accident. Is there ---- to help them?
4. Carol has just checked the internet; however, she couldn't find the article ----.
5. Unfortunately, this plant is already dead and there is ---- we can do about it.
6. Stop feeling sorry for your relationship! You should simply accept ---- has a beginning and an end.
7. Someone must do ----- about the human rights in that country or it will be too late.
8. The boss is writing an important report. Therefore, he has to work ---- quiet.
9. There is an exam tomorrow. Needless to say, ---- has to study for it.
10. My friend broke my heart by lying to me. I don't think I can trust ----.