

Date of Examination



No of Questions	05
No. of Pages	08

GENERAL SIR JOHN KOTELAWALA DEFENCE UNIVERSITY

SELECTION TEST FOR THE ENROLLMENT OF DAY SCHOLARS - INTAKE 42
BA in Teaching English to Speakers of Other Languages
SUBJECT KNOWLEDGE - 2024

Call up No:-

NIC No:-

Duration: 2 hours

Answer *all questions* in this paper itself.

Section A – Error Correction

- Go through the text given below and identify any errors/ mistakes. (There are ten). Underline the mistakes, number them and write the correct word/ phrase as given in the example. [20 marks]

It was my first weekend in London and I decided to join a guided walking tour. ¹ However £10 seemed a lot for a guided walking tour, I paid like most of the others staying at the hotel. The tour was supposed starting at 9 o'clock, so we were getting a little angry and were just about to go and have a cup of coffee together if the guide finally turns up at the reception, 30 minutes late. She said that she has left home in time but had to go back while she'd forgotten the tour maps - it was her first day on the job!

First of all, she wanted to know who of us already had maps. We eventually started more than an hour behind schedule and started walking through the old town. Although their were only about ten of us, I found it hard to hear her commentary because she was only talking to the three or four people closest to she. As we were walking alone I asked her if we can go and see a beautiful old church, but she replied that we had to stick to the timetable. After that, I decided I'd better rely to my own map and explore the city myself.

- 1. Although.....
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.

Section B – Reading

- Questions 1–13 are based on the reading passage given below. Answer all the questions.

[23 marks]

A bar at the folies (Un bar aux folies)

[A] One of the most critically renowned paintings of the 19th-century modernist movement is the French painter Edouard Manet’s masterwork, *A Bar at the Folies*. Originally belonging to the composer Emmanuel Chabrier, it is now in the possession of The Courtauld Gallery in London, where it has also become a favourite with the crowds.

[B] The painting is set late at night in a nineteenth-century Parisian nightclub. A barmaid stands alone behind her bar, fitted out in a black bodice that has a frilly white neckline, and with a spray of flowers sitting across her décolletage. She rests her hands on the bar and gazes out forlornly at a point just below the viewer, not quite making eye contact. Also on the bar are some bottles of liquor and a bowl of oranges, but much of the activity in the room takes place in the reflection of a mirror behind the barmaid. Through this mirror we see an auditorium, bustling with blurred figures and faces: men in top hats, a woman examining the scene below her through binoculars, another in long gloves, even the feet of a trapeze artist demonstrating acrobatic feats above his adoring crowd. In the foreground of the reflection a man with a thick moustache is talking with the barmaid.

[C] Although the Folies (-Bergère) was an actual establishment in late nineteenth-century Paris, and the subject of the painting was a real barmaid who worked there, Manet did not attempt to recapture every detail of the bar in his rendition. The painting was largely completed in a private studio belonging to the painter, where the barmaid posed with a number of bottles, and this was then integrated with quick sketches the artist made at the Folies itself.

[D] Even more confounding than Manet’s relaxed attention to detail, however, is the relationship in the painting between the activity in the mirrored reflection and that which we see in the unreflected foreground. In a similar vein to Diego Velazquez’ much earlier work *Las Meninas*, Manet uses the mirror to toy with our ideas about which details are true to life and which are not. In the foreground, for example, the barmaid is positioned upright, her face betraying an expression of lonely detachment, yet in the mirrored reflection she appears to be leaning forward and to the side, apparently engaging in conversation with her moustachioed customer. As a result of this, the customer’s stance is also altered. In the mirror, he should be blocked from view as a result of where the barmaid is standing, yet Manet has re-positioned him to the side. The overall impact on the viewer is one of a dreamlike disjuncture between reality and illusion.

[E] Why would Manet engage in such deceit? Perhaps for that very reason: to depict two different states of mind or emotion. Manet seems to be conveying his understanding of the modern workplace, a place – from his perspective – of alienation, where workers felt torn from their ‘true’ selves and forced to assume an artificial working identity. What we see in the mirrored reflection is the barmaid’s working self, busy serving a customer. The front-on view, however, bears witness to how the barmaid truly feels at work: hopeless, adrift, and alone.

[F] Ever since its debut at the Paris Salon of 1882, art historians have produced reams of books and journal articles disputing the positioning of the barmaid and patron in *A Bar at the Folies*. Some have even conducted staged representations of the painting in order to ascertain whether Manet’s seemingly distorted point of view might have been possible after all. Yet while academics are understandably drawn

to the compositional enigma of the painting, the layperson is always likely to see the much simpler, more human story beneath. No doubt this is the way Manet would have wanted it.

Questions 1–5

The above reading passage has six paragraphs, [A] – [F]. **Which paragraph contains the following information?** Write the correct letter, A – F.

1. a description of how Manet created the painting
2. aspects of the painting that scholars are most interested in
3. the writer’s view of the idea that Manet wants to communicate
4. examples to show why the bar scene is unrealistic
5. a statement about the popularity of the painting

Questions 6–10

Choose NO MORE THAN THREE WORDS from the passage for each answer.

6. Who was the first owner of A Bar at the Folies?
7. What is the barmaid wearing?
8. Which room is seen at the back of the painting?
9. Who is performing for the audience?
10. Where did most of the work on the painting take place?

Questions 11–13

Complete each sentence with the correct ending, A–F, below. Write the correct letter, A–F.

11. Manet misrepresents the images in the mirror because he
12. Manet felt modern workers were alienated because they
13. Academics have re-constructed the painting in real life because they

- A. wanted to find out if the painting’s perspective was realistic
- B. felt they had to work very hard at boring and difficult jobs
- C. wanted to understand the lives of ordinary people at the time
- D. felt like they had to become different people
- E. wanted to manipulate our sense of reality
- F. wanted to focus on the detail in the painting

Section C – Writing

- Imagine you are a student in Ms. Julia’s class and you have received the email given below. Write your reply in about 75 words. [7 marks]

Upcoming Class Discussion – Important Information

Dear Students,

I hope this email finds you well. I am writing to provide you with important information regarding our upcoming class discussion on the topic of why should we learn English. Please read this email carefully and kindly respond with your availability and any questions you may have.

Date and Time : The class discussion will take place on Friday, August 25th, from 9.00 a.m. to 11.00 a.m. Please mark your calendars and ensure that you are available during this time slot.

Location: The discussion will be held in Classroom 11A. Please arrive a few minutes early to settle in.

Preparation : Please read the assigned reading material and take notes on key points and questions you may have. This will enable us to engage in a meaningful and enriching discussion.

Questions or Concerns: If you have any questions or concerns regarding the class discussion, the reading material, or any other related matters, please do not hesitate to reach out to me. I am here to assist you and ensure that you have a fruitful learning experience.

Please reply to this email by Wednesday, confirming your attendance and indicating any scheduling conflicts or questions you may have. Your prompt response will greatly assist in our preparations for the discussion.

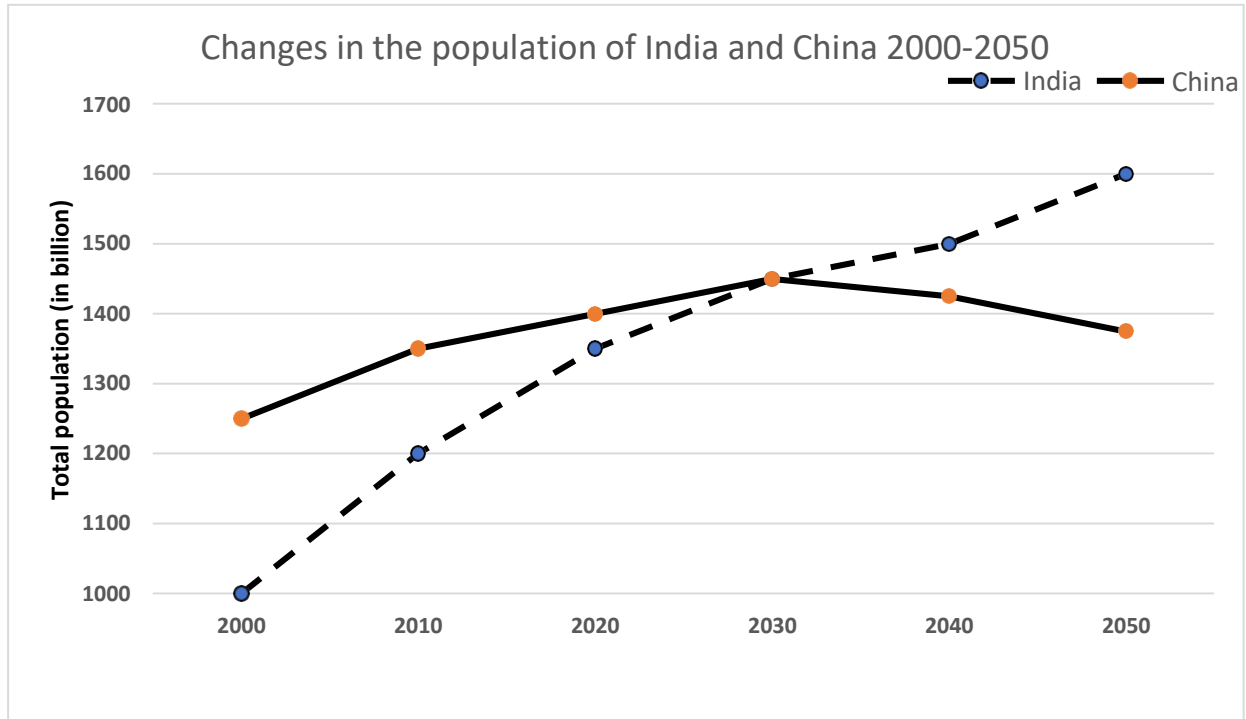
Thank you for your attention, and I look forward to our upcoming discussion.

Best regards,

Julia Jacob
Teacher In-charge (Senior Section)

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- The graph below shows the population of India and China from the year 2000 to the present day with projections for growth to the year 2050. Summarise the information by selecting and reporting the main features, and make comparisons where relevant. Write at least 150 words. [25 marks]



Source : United Nations Population Division: Medium variant

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Section D – Case Study

- Read the following scenario carefully and organize your opinions in a well-structured essay format. Your responses should demonstrate critical thinking, creativity, and a clear understanding of the challenges and opportunities of teaching English in a multicultural setting. Support your answers with relevant examples or personal experiences where applicable. Your essay should be approximately 200 words. [25 marks]

A university in Sri Lanka has recently welcomed a group of international students from various countries. These students have different levels of English proficiency and come from educational systems with different approaches to language learning. This university aims to create a welcoming and inclusive environment that fosters language development and cultural understanding.

You may use the following guidelines in organising your essay.

- Identify and analyse potential challenges that may arise when teaching English to this group of students, and propose effective strategies to address those challenges.
- Discuss the importance of creating a supportive learning environment for students from diverse cultural backgrounds. Suggest ways in which teachers can encourage participation, and address potential barriers to learning.

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