

Course: Compulsory English-II (9408)

Semester: Spring, 2021

ASSIGNMENT No: 2

Q.1 Read about ‘Compare and Contrast’ on Pages 147-160. You should also have read about a brief comparison and contrast between aeroplane and helicopter given on page 151.

Now, keeping in mind the two Pakistani educational systems (public and private sectors), answer the following questions:

a) How both of the systems are similar (provide a comparison between private and public educational systems)?

I have gone to both private and public schools. In both, there are teachers who love their job and hate it and those feelings can be seen by the students. In high school, students have a certain set of required classes that they have to take because of what the state requires. Students do have a choice of electives though. Good schools will have classes like newspaper, machine shop, weight rooms. There will always be people who will bully others. There wasn't that much that was different, at least at the elementary level, other than the private schools I went to were Christian so some time there was spent teaching the Bible. But other than that it was pretty similar. The main difference is choice. Everyone at the private schools had parents who wanted them to be there.

b) How both of the systems are different (provide a contrast between private and public educational systems)?

It's no secret that private schools can cost a significant sum of money. The cost of private high school can be tens of thousands of dollars – easily. This can be much higher in more competitive places, such as New York. The funds a school has can also impact what kinds of technology they have to offer students to learn on. Many private schools implement religious practices into their curriculum. This is commonly seen in Catholic schools across the United States, where students are expected to attend mass and observe the other practices and holidays. Many parents send their children to schools that don't align with their personal beliefs, because the quality of education is so good. Along with the ideas of religion, or absence of faith in public schools, we can see differences in teaching methods as well. Some public and private schools implement different teaching styles, depending on who is in charge. This can affect whether students sit at individual desks or tables, and other differences as a result of a particular instructional method. Because of the extra religion component, private schools can result in longer days for students. Private schools still need to cover the same curriculum standards as public schools, and want to offer a wide variety of courses, which can mean an extra hour or so on top of the school day. A few years ago, The Atlantic ran a story about the difference in pay for private school teachers vs. public school teachers. According to the story, private school teachers were paid around \$36,000 per year, compared to the average pay for public school teachers, which was ‘nearly \$50,000.’ Salary and job growth is also related to where you live and other factors. So do your own research for this one. Let's face it, some districts are budget-strapped, and have to run more efficiently than others. Sometimes politics affects the public school districts more than private schools. By not relying on tax payer funds, they have more freedom in

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this regard. This is one often-used argument for why private schools are better sometimes – or more predictable. There is a growing movement for charter schools in the United States. Some of these schools have been a successful, even according to government reports. But there are others that are used as warnings. If you have charter school options in your city, you need to do your homework to make sure it's a quality choice. We have all heard time and time again about over-crowded public school classes. Private schools often tout the benefit of lower class sizes, since they have greater ability to control the number of students they accept. This is one of those private school vs. public school statistics you can probably find plenty examples of. Believe it or not, some states do not require private school teachers to have their license. However, this is not a reason why public schools are better. In fact, private schools typically self-regulate, because they want the most qualified teachers. Many private school teachers have their doctorate level degrees. Here's one obvious difference that we can't fail to mention: Public schools have to accept everyone, but private schools technically do not have to. They can have test requirements, and other forms of assessment before granting admission.

Q.2 Read about 'Academic Reading' on Page 183-185. Now briefly EXPLAIN the following phrases (in your own words) with appropriate examples:

a) Non-academic reading

A non-academic text will bring the reading level down considerably so that a reader without much experience in the subject can learn basic information. Digitally, hyperlinks may now direct readers to definitions or other studies used to buttress the current text. Often, these pieces are summaries rather than original research, so the methods used to derive conclusions will be harder to detect. These texts will progress more as an argument based on claims and evidence but without any signposts for a reader to validate data. They can be reliable sources of basic information if a good editor verifies the piece, but with internet sources, it can be far too easy to post unreliable information that has not been properly reviewed. Because the method of study is not as easy to verify, non-academic sources are also more likely to involve persuasion rather than argument, or to present spurious research studies without acknowledging legitimate counter-arguments.

b) Pre-reading

Before reading a selection aloud or before students read a text, try taking seven to ten minutes to build word and background knowledge. This should increase all students' comprehension of the text. Begin by reviewing the selection and identifying the main concepts you want to teach. Take into account your students' potential knowledge of these concepts, including your ELLs. Decide how you might best make these concepts relevant and accessible to all of your students. This might be through a film, discussion, student reading assignment, or a text read by you. Try using a combination of three or four of the following strategies: Do motivating activities you can use any activity that interests students in the text and motivates them to read it. For example, you can bring a real frog to class before reading a frog story.

c) Skimming a text

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This reading strategy consists of reading the text quickly in order to find out what it is about and how it is organized. This can be done by reading its introduction as this is likely to briefly say what the text will be about. Titles, headings and subheadings also need to be read because they introduce the text and its sections and subsections. Visual representations of the content, such as images, diagrams and tables, can be used for the same purpose.

Finally, it is also very useful to read the first sentence of each paragraph. This sentence, which is called the topic sentence, is normally the first sentence of each paragraph and announces its topic.

Therefore, to quickly obtain information about the text, you can:

- read the title, the introduction, any headings and subheadings, and the conclusion
- read the first sentence of each paragraph (the topic sentence)
- read the concluding sentence of each paragraph
- read the words highlighted in bold
- look at illustrations (pictures, diagrams, tables).

As texts differ, you may not be able to follow all these strategies all of the time when skimming a text. For example, not all texts have illustrations or headings, and some short texts and extracts may not end with a conclusion.

d) Reading strategies

Completing reading assignments is one of the biggest challenges in academia. However, are you managing your reading efficiently? Consider this cooking analogy, noting the differences in process:

Shannon has to make dinner. He goes to the store and walks through every aisle. He decides to make spaghetti, so he revisits aisles and reads many packages thoroughly before deciding which groceries to buy. Once he arrives home, he finds a recipe for spaghetti, but needs to go back to the store for ingredients he forgot. Taylor also has to make dinner. He wants lots of carbohydrates because he's running a marathon soon so he decides to make spaghetti. After checking some recipes, he makes a list of ingredients. At the grocery store, he skims aisles to find his ingredients and chooses products that meet his diet.

Taylor's process was more efficient because his purpose was clear. Establishing why you are reading something will help you decide how to read it, which saves time and improves comprehension. This guide lists some purposes for reading as well as different strategies to try at different stages of the reading process.

e) Active reading

Active reading simply means reading something with a determination to understand and evaluate it for its relevance to your needs.

Simply reading and re-reading the material isn't an effective way to understand and learn. Actively and critically engaging with the content can save you time. Most OU study books and websites include in-text questions and self-assessed questions. Use these as built-in cues to make your study active.

Try these techniques to make your reading active

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- Underline or highlight key words and phrases as you read. When you return to it later on, you can easily see which points you identified as important. Be selective - too much highlighting won't help.
- Make annotations in the margin to summarise points, raise questions, challenge what you've read, jot down examples and so on. You can do this in printed books or etexts. This takes more thought than highlighting, so you'll probably remember the content better.

Q.3 In Unit 6, we have studied that READING is universal requirement and that most of us read for the sake of pleasure or information as well as in order to perform a specific task (as given in Exercise 11 on Page 206). For the purpose, we select a text carefully and go through it accordingly. Comment what are your purposes for reading the following types of texts:

a) Newspaper

Reading for country situation, national issues and Govt. decision.

b) College prospectus

Reading for different departments and program that offered by college.

c) Research journal

Reading for latest research in my field.

d) Sunday magazine

Reading for stories and other features.

e) Who is who

Reading for examination.

f) Dictionary

Reading for English vocabulary.

g) Thesaurus

No reading.

h) Admission form

Reading and filling for admission.

i) Rate list

Check the price of food items before purchasing.

j) Restaurant

For food menu and their price.

Q.4 Read about 'Implied Meaning and Making Inferences' on Pages 217-228. Now briefly EXPLAIN the following terms (in your own words) with appropriate examples:

a) Literal meaning

The literal meaning is the most obvious or non-figurative sense of a word or words. Language that's not perceived as metaphorical, ironic, hyperbolic, or sarcastic. Contrast with figurative meaning or non-literal meaning. Noun: literalness. Gregory Currie has observed that the "literal meaning of 'literal meaning' is as

vague as that of 'hill.'" But just as vagueness is no objection to the claim that there are hills, so it is no objection to the claim that there are literal meanings."

b) Associated meaning

As a noun, in employment, an **associate** is **someone** who is in a junior position. The noun **associate** can also **mean** a friend or **someone** you keep company with. And, as a verb, **associate** can also **mean** to keep company with like when you were associating with activists at the protest march. Most people would not term that welfare, which has become a loaded phrase **associated** with the state making a payment to individuals. Marsyas, as well as Midas and Silenus, are **associated** in legend with Dionysus and belong to the cycle of legends of Cybele. These are ecclesiastically of equal rank, though differentiated, according to their duties, as ministers who preach and administer the sacraments, and as elders who are **associated** with the ministers in the oversight of the people.

Q.5 Go to Exercise 7 ‘a Merchant and his Servant’ on Page 235 and carefully READ the situations given in the story. Based on your reading of the text, answer the following two questions:

a) Why did the servant want to escape the town?

The servant was frightened because he thought that death has come to take him and that he will die, so, he want to escape the town.

b) What do you think might have happened to the servant in Samara?

The servant was frightened because he thought that his time has come to leave this world and death is going to take him. The main idea of the story is that death is certain. No one can escape from it. God plans everything and there is a certain time and place for everything that happens. Even death will occur at a certain time and place. If it's not your time you cannot die. But if your time has come, then you cannot run away from it.

Q.6 Read about ‘Denotation and Connotation’ on Pages 249-260. Now carefully READ the following terms and write down the possible connotative meanings of the following words:

Clever Adroit	Leader strong leadership	Boss Owner	Professor Teacher	Sick Illness
Trickster stage magician	Fox Clever	Eagle Bird	Beautician Artist	Youth Young

Q.7 We have read in detail about ‘Denotation’ and ‘connotation’ in Unit 8. We have further studied that words carry ‘positive’ as well as ‘negative’ connotation. Similarly, there are words which also have some neutral meaning (neither negative nor positive).

Now analyze the following words and write down the possible connotative (whether positive, negative or neutral) meanings of the following words:

a) Shy

Positive: timid

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Negative: innocent

b) **Sharp**

Positive: clever

Negative: lazy

c) **Skilled**

Positive: plan

Negative: non-plan

d) **Mule**

Positive: Donkey

Negative: Horse

e) **Horse**

Animal

f) **Stubborn**

Positive: Obstinate

Negative: opponent

g) **Camel**

Animal

h) **Eagle**

Positive: Bird

Negative: High fly

i) **Fox**

Clever Animal

j) **Nightingale**

Positive: Old World

Negative: Stay home

Q.8 Which is your favourite English daily newspaper (out of Dawn, The News and The Nation) and why? Find out the last FOUR ‘Book Reviews’ given in your favourite newspaper and make a collection of them. Now answer the following questions:

a) What is interesting about these books?

These are in no particular order; just the order they pop into my brain. This is part of a series of books commissioned by a publisher, based on Shakespeare plays. The goal is to rewrite them, but set them in a contemporary context. Atwood tackled “The Tempest”, and the idea was to make her primary character a theater director ousted by evil rivals (in the Shakespeare play, the character is a duke, ousted by rivals). The director takes refuge teaching drama at a prison (instead of on an island) and his Caliban is a prisoner. It’s almost the perfect satire, and what is so interesting is the way she honors the assignment and makes it a witty

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novel in its own right. A nearly perfect novella. *The Warmth of Other Suns* by Isabel Wilkerson. I knew, but didn't know, about the Great Migration of African Americans from the South to cities like New York, Chicago and Los Angeles. Wilkerson brings this to life so vividly you can hear, see and smell every scene. You travel with her characters; see their homes; sit beside them as they recount their life stories. If you care AT ALL about American history, you need to read this book. It is beyond interesting.

The Meursault Investigation by Kamel Daoud. Maybe you're one of those people who read *The Stranger* by Camus, in either English or French, in school. If so, this definitely qualifies as an interesting book. Camus told that story from the POV of the white, French character living in Algeria — someone just like him, and like the murderer. This author tells a different story. He's writing after the fact, about both Camus and about a murder by a white, French character of an Algerian Arab — his brother. It's turning the story on its head. It's a response to Camus, and it's intellectually fascinating. It could only have been written today, but now that it exists, it's impossible for me to separate the iconic work by Camus and this one, in my mind. Both are important, in very different ways. Both have radically different philosophical messages.

Being Mortal by Atul Gawande. Like it or not, we're all going to die. Gawande forces the reader to confront that, gently, and to think about what that really means, and to contemplate what a "good death" might be. Maybe if you're in your 20s, you're not ready for this, but by the time you're 35 or so, your parents are aging, and you probably should read this. It's uncomfortable, but it's definitely one of the most fascinating, disconcerting books I've ever read.

c) Which out of these four books, you would like to read first and why?

1984, *Fahrenheit 451* and *The Handmaid's Tale*: by Orwell, Bradbury and Atwood, respectively. Each of these are dystopian; each forces you to ponder some important questions about values. What is the nature of reality and what bonds will we never betray? What is truth? What are our fundamental rights? All three novels engage with these questions. Oh, and they are gripping and suspenseful.

An Officer and a Spy by Robert Harris: I read a lot of historical fiction, and this won the Walter Scott Prize as best historical novel the year it was published. But it's no bodice ripper. It's the story of a French military officer, an ambitious man who is promoted the year that Alfred Dreyfus is banished to Devil's Island for selling France's military secrets to the Germans. But the novel's hero, assigned to run a secret espionage department, soon finds that there may be another spy at work — and that Dreyfus may not be guilty. What's interesting here is the way Harris paints the portrait of a hero who isn't a hero: he doesn't care for Dreyfus, doesn't want to jeopardize his career, but can't look away when things are being done wrong and secrets are leaking, even when disaster threatens him. He's not always a terribly likable person, but damn, he's principled. And step after step, the conspiracy against Dreyfus unravels... It's low-key drama and elegantly written.

The Lost Carving: A Journey to the Heart of Making by David Esterly. How often do you read lyrical writing by people who have devoted their lives to crafts that haven't been mainstream in centuries? Esterly carves wood the way that Grinling Gibbons did in the 1660s, and he captures his passion in wonderful writing, as he

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describes traveling from the US to Hampton Court to replace works damaged in a fire. What's it like to create with your hands a work of beauty that some will look at in awe and others will ignore? Read this and find out.

Plutocrats by Chrystia Freeland. Interesting in part because she's now Justin Trudeau's foreign minister (aka minister of external affairs) in Canada. So the thoughts that emerge here might be relevant in foreign policy. But interesting in a broader sense, as the wealth gap grows ever-broader in countries as diverse as the USA and China. What does that look like, and what does it mean? This is perhaps (I would argue) one of the critical global issues for the coming century, making this an important and accessible book to read. Oh, and it's interesting. :-)

Enough: Why the World's Poorest Starve in an Age of Plenty by Scott Kilman and Roger Thurow. This is a brilliant and provocative expose of the unintended consequences of global food aid (and US agricultural subsidies that result in that food being dumped in the form of food aid) on attempts by poorer nations to develop their own agricultural markets. Essentially, if you want to understand unintended consequences, read this book.

The Reluctant Fundamentalist by Mohsin Hamid. Fascinating in the author's ability to tell the story of one man's life and deliver — at the same time — a massive twist at the end while still leaving a big question mark. It's a tour de force — oh, and has amazing, propulsive writing throughout.