

STELLA MARIS COLLEGE (AUTONOMOUS) CHENNAI 600 086
(For candidates admitted during the academic year 2008 – 09)

SUBJECT CODE: VC/FC/LS13

B.A./B.Sc. DEGREE EXAMINATION, NOVEMBER 2008
FIRST SEMESTER

COURSE : VOCATIONAL COURSE - FOUNDATION CORE
PAPER : LANGUAGE AND STUDY SKILLS
TIME : 2 HOURS **MAX. MARKS: 50**

I Expand the idea contained in the following statement into a coherent paragraph:
(10)

a) Nothing ventured; nothing gained

OR

b) Power and pelf do not last.

II a) Look at the map on “New traffic arrangements,” given below. Give directions for the movement of vehicles from the Co-optex junction to reach Langs Garden. (5)

OR

b) Define a brochure and describe its structure.

III Using the information given below,prepare a proper bibliographical entry. (5)

Essential English Grammar, Cambridge University Press 1992 Cambridge Raymond Murphy.

Tata Mc Graw – Hill Pupliching Company Limited New Delhi
New Delhi English for the Secretary 1996 Yvonne Hoban.

Grammar Penguin Books Frank Palmer 1971 Great Britain.

Louis Fischer Mumbai Bharatiya Vidya Bhavan The Life of Mahatma Gandhi 1951.

IV Write short notes on any five of the following. (5x2=10)

- | | |
|----------------|-------------|
| a. Foort notes | e. Blurb |
| b. Glossary | f. Appendix |
| c. Index | g. Contents |
| d. Preface | |

V a. Read the following passage on “Cyber bullying” and make notes of the same. (10)

- b. Making use of the notes you have made, attempt a short summary of the passage. (5)

As online communication evolves from chat rooms and instant messaging to social networking the venues where bullying occurs are becoming more central to young people’s lives-and more public.

Research into cyber-bullying is still in its infancy. But it is becoming clear that aspects of online communication encourage people to act aggressively, prompting them to do things they wouldn’t dare try in real life. The ability to reach more people, and the always-on culture of the Internet, means cyber-bullying can have an even more detrimental effect on the victim than the conventional variety, “It’s schoolyard bullying taken to the next level,” says Justin Patchin, a criminologist at the University of Wisconsin. A 2006 study by U.K based Internet market rearch firm YouGov found that for one in eight young people, cyber bullying is even worse than physical bullying.

One reason for this is the sheer number of people who can view anything posted online. “If would be bad enough to be cyber-bullied by one kid when nobody else knew about it, but a video seen by hundreds or thousands of your peers could be devastating,” says Robin Kowalski, a psychologist and co-author of the book cyber Bullying: Bullying in the Digital Age. Ghyslain Raza, also known as “the Star Wars Kid,” learnt this the hard way. In 2002, the overweight and awkward Canadian adolescent made a video of himself playing with a pretend light sabre, and left it lying around at school. When his classmates found the video in 2003, they posted it online as a joke.Raza was so upset he finished the school year a psychiatric ward. Unfortunately for him, it wasn’t just his friends who found the footage so amusing. According to UK marketing firm The Viral Factory, it became the most downloaded video of 2006.

A relentless attack

Another reason why cyber-bullying is so harmful is its sheer relentlessness, says John Carr, chair of the Children's Charities' Coalition for Internet Safety in London. "When I was a kid, playground bullying stopped when the bell rang and you went back inside or went home," he says. "With cyber-bullying it is 24/7, 365 days a year. There is no escape." An adult can simply turn off the computer, but that's not really an option for today's teens, who depend on the Internet to keep in touch with peers. "This is the always-on generation," says Kowalski. "This is how they communicate." A 2007 Pew study found that 93% of American teens use the Internet and 61% go online daily.

The Internet doesn't just amplify the effect of bullying. The option to stay anonymous when online means people can write things they wouldn't dare to if their identity were known.

Anonymity was at the heart of a 2001 incident when a student at an elite high school in New York set up a web page that encouraged students to label their peers as promiscuous. "Just enter the name of the person in the interschool who u think is the biggest ho (be them FEMALE or MALE) and write the number of their grade next to their name (maybe even their school)," the site asked. "Since it's anonymous, u can write about whomever u please!" More than 13,000 votes were cast and about 150 names, mostly of girls, appeared before the site was shut down.

Anonymity can also amplify bullying's negative effect on the victim. "The psychological ramifications of not knowing who's attacking you can be maddening," says Kowalski. "The bully could be your best friend, a sibling or half the school." In a recent, as yet unpublished survey that she carried out, nearly half of the children she interviewed didn't know the identity of their cyber-bully.

The lack of face-to-face contact might tempt bullies to new levels of cruelty. "On the playground, seeing the stress and pain of the victim face to face can act as an inhibitor to some degree," explains Carr, "In cyberspace, where there is no visual contact, you get more extreme behaviour."

Kowalski says the effect is unique to computer-mediated communication. "There is a distancing of the self and immediacy in response that we don't have in any other form of communication," she says. "On the computer, it's like it's not really you."

So what can be done? Led by Ruth Aylett of Heriot-Watt University in Edinburgh, a consortium of European researches recently developed role playing software called FearNot!, which gets children to empathize with a victim of bullying. After watching a short animation of a child being bullied either in the playground or online, the viewer is asked to help the victim by typing advice into the computer. The software is being tested in schools in the UK and Germany.

VI Fill in the blanks with the correct forms of the verbs given in the brackets. (3)

- (i) The weather is fine at this moment.
It _____ (rain) (negative form)
- (ii) What are the children doing?
They _____ television (watch)
- (iii) Jim always goes to work by car. But
yesterday he _____ to work by bus (go)

- (iv) What ___ you ___ when the phone rang? (do)
- (v) I ___ my passport. I can't find it anywhere (lose)
- (vi) She ___ Hindi very well (speak)

VII Identify the nouns countable/uncountable in the following sentences and fill in the blanks with suitable articles/determiners only where necessary. (2)

- (i) Sri Lanka is _____ island.
- (ii) I need _____ information about the hotels in London.
- (iii) I have got _____ new job.
- (iv) "Do you like your job?" Yes, but it's hard _____ work.

