



MBM-004-015303 Seat No. _____

B. Ed. (English) (Sem. III) (CBCS) Examination

November / December – 2016

**Core Course : VIII : Task Based Language Teaching
(New Course)**

Faculty Code : 004

Subject Code : 015303

Time : $2\frac{1}{2}$ Hours]

[Total Marks : 70

PART A

Q1. Answer in one two sentences. (Any 5)

5x1= 05

1. What is a task?
2. What is the rationale of a communicative task?
3. What are task components?
4. What is setting in a task?
5. What is a pedagogic task?
6. What are real world (authentic) tasks?
7. How does TBLT different from other methods?

Q.2. Answer in not more than 50 words: Any 5

5x3= 15

1. What is the framework of a task?
2. What are authentic inputs? Give examples.
3. How would pre-tasks help learners to do the main tasks?
4. What types of tasks can be designed for teaching listening?
5. What types of tasks can be designed for teaching writing?
6. Why should we grade the tasks?
7. How can we integrate tasks with prescribed lessons?

Q 3. Attempt any two in not more than 200 words.

10x2 = 20

- a. Prepare a simulation for developing speaking skills.
- b. How can we design tasks on authentic reading materials for developing skimming and scanning?
- c. Prepare sample checklist/rubrics for evaluating communicative tasks.

PART B

Q.4. Choose the correct answer from the given options for the following questions.

(All questions are compulsory)

10x1=10

1. A task helps learners use target language through _____ (A) exercises (B) communicative activities (C) writing essays (D) solving grammar problems.
2. Through pedagogic tasks _____ can be achieved. (A) Accuracy (B) fluency (C) linguistic competence (D) fluency and accuracy
3. TBLT is _____ (A) an approach (B) a technique (C) a method (D) a practice
4. A task should be designed to engage learners in practicing the target language in a _____ (A) dialogue (B) formal context (C) meaningful context (D) teacher fronted classroom.
5. _____ is an example authentic input in a task. (A) Fill in the blanks (B) substitution table (C) a set of textual questions (D) a real map
6. A listening task has the following framework. (A) pre-task, while listening task, post-task (B) a pre-task and a post task (C) instruction, while listening task (D) instruction, post listening task, follow up.
7. David Nunan distinguishes two types of tasks. They are _____ (A) information gap and problem solving (B) real world and pedagogic (C) ordering and comparing (D) experience and creative.
8. The pre-task phase is _____ (A) to revise the previous grammar item (B) to make class settings (C) to decide the time frame (D) to introduce task and task topic.
9. Jigsaw type tasks can be used for developing (A) listening and reading (B) developing listening and writing (C) developing grammar and vocabulary (D) developing speaking and reading.
10. Task evaluation should be done using (A) test (B) checklist (C) rating scale (D) questionnaire.

Q5. Answer in not more than 100 words. (Any 2)

6x2=12

1. What types of tasks can be designed for developing writing?
2. Design a sample task syllabus with an ABCD objective.
3. Prepare a sample task for testing listening skills.

Q6. Write short notes. (Any two in 70 words)

2 x 4 =08

1. Aims and objectives of tasks
2. Components of a task
3. Varied inputs in a task
4. Roles of teachers and learners in TBLT