DBB-004-006202   Seat No. _____

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

May/June – 2015

Core Course - III : Materials for Teaching Language Skills

(New Course)

Faculty Code : 004

Subject Code : 006202

Time : $2\frac{1}{2}$ Hours]   [Total Marks : **70**

PART - A

1   Answer in one - two sentences. (Any 5)   **5**

   (1)   What is language control in a lesson?

   (2)   What is a lexical syllabus?

   (3)   What are the sub-skills of listening?

   (4)   What is the rationale of a situational syllabus?

   (5)   What is the focus of structural syllabus?

   (6)   How are language items organised in a structural syllabus?

   (7)   What is a simulation?

2   Answer in not more than 50 words. (Any 5)   **15**

   (1)   How are lessons organised in our present textbooks?

   (2)   What are the features of an ideal syllabus?

   (3)   How would you assess a course book?

   (4)   What are the different techniques of teaching reading skills?

   (5)   Prepare a format for a situational syllabus with an objective.

   (6)   How would test speaking skills?

   (7)   Differentiate the terms fluency and accuracy.

3 Attempt any two in not more than 300 words. **20**

(a) What are the components of a communicative syllabus?

(b) What are the sub-skills of writing? How would you test learners' writing skills?

(c) Critically review any course book which you used for teaching English.

PART - B

4 Fill in the blanks with appropriate words chosen from the following : **8**

(1) The sub-skills of speaking are _____.

(A) skimming and scanning

(B) skimming and introducing

(C) agreeing and disagreeing

(D) introducing oneself and scanning

(2) In a cyclical format the language items will appear _____.

(A) one after another

(B) with an interval

(C) from simple to complex

(D) from concrete to abstract

(3) An emergent syllabus is based on _____.

(A) bottom up approach

(B) communicative approach

(C) top down approach

(D) structural approach

(4) _____ is an example of notion in a notional syllabus.

(A) Market   (B) Asking for permission

(C) Bank   (D) Time

(5) SQ3R is a technique for teaching _____.

    (A) reading skills   (B) writing skills

    (C) speaking skills   (D) thinking skills

(6) CLT biased tests will have _____ for testing language skills.

    (A) substitution table   (B) grammar exercises

    (C) tasks   (D) true or false

(7) An example of information gap activities is _____.

    (A) reading aloud   (B) guessing game

    (C) reciting   (D) dictation

(8) A task based teaching programme will focus on learners' _____ competence.

    (A) communicative   (B) linguistic

    (C) strategic   (D) passive

5   Answer in not more than 100 words. (Any two)   **10**

    (1) What are the limitations of a structural syllabus?

    (2) How would you test reading skills? Give a task.

    (3) What criteria would you follow in designing listening tasks on Movie clippings?

6   Write short notes. (Any three)   **12**

    (1) Functional syllabus

    (2) Process writing

    (3) Components of a communicative task

    (4) Teaching grammar : sample task

    (5) A task for teaching skimming and scanning.