Instructions for Candidates

1. Write your Roll No. on the top immediately on receipt of this question paper.

2. Attempt **all** questions.

1. Briefly explain any **5** of the following terms/concepts: (5×3=15)

    (a) English as Second Language

    (b) Multiple Intelligences

    (c) Vygotsky's Zone of Proximal Development

    (d) Krashen's input hypothesis

    (e) Bloom's taxonomy of learning

    (f) Alternative assessment measures

    (g) Grammar translation method

    (h) Skills-based approach

    (i) Process-oriented approach

    (j) Bound morphemes

2. Compare and contrast any 3 using examples of your own (wherever possible):
                                                        (5×3=15)

    (a) placement test and proficiency test

(b) young learners and adult learners

(c) deductive approach and inductive approach

(d) transitive and intransitive verbs

(e) vowels and consonants in English

(f) word stress and intonation

3. Write a short essay on any one of the following topics stating your own position on it: (15)

(a) Is teaching large heterogeneous classes a problem? What are the possible strategies you can use?

(b) How necessary are repetition and drills in a language class? Would you use it differently with adult and young learners?

(c) What are the qualities of a good test? Does the CBSE English paper that you took in Class 12 have these qualities?

4. Demonstrate any one of the following by creating sample activities/tasks/materials of your own: (15)

(a) Using pictures or picture strip to teach writing.

(b) Motivating learners for a post-lunch reading class.

(c) Teaching speaking to beginners

5. Imagine that you have decided to give one-on-one tuitions to a young Japanese student in your college. What will be some of the key decisions you will make? How will you decide what his/her proficiency level is? Give concrete examples wherever possible.

OR

Imagine that you have been employed to teach a class of 50 students studying in Class 8. Prepare a lesson plan for a 45 minute class. Decide on the sequence of tasks/activities you will use.   (15)