

Mid-West University
Examinations Management Office
Surkhet, Nepal
Chance Examination-2080

Level B.Ed./ VIII Semester

Sub: Planning in ELT (ENG 481)

Roll No:

Group "A"

10×1 =10

Tick (✓) the best answers.

1. Which of the following is not a common teaching problem faced by a language teacher?

- | | |
|---------------------------------|------------------------------|
| a. Restricted content/materials | b. Administrative pressure |
| c. Small sized class | d. Heterogeneity of students |

2. What is the target of students in goal-driven lesson planning?

- | | |
|-----------------------------|---------------------------|
| a. Unconscious incompetence | b. Unconscious competence |
| c. Conscious competence | d. Conscious incompetence |

3. Which of the following word should be used to help keep objectives concrete?

- | | |
|---------|---------------|
| a. Know | b. Understand |
| c. Say | d. Realize |

4. Setting specific language goals do not refer to ...

- a. using specific language goals as the motivation for any given lesson
- b. reverse-engineering teachers' goals from students' performance
- c. setting the overall plan for teaching learning
- d. setting goals according to students' true language needs

5. What is the sequence of planning the lesson?

- a. Objectives, activities, evaluation
- b. Teaching item, evaluation, activities
- c. Activities, evaluation, output
- d. Materials, objectives, evaluation

6. Which of the following is the feature of homogenous class?

- | | |
|----------------|--------------------------|
| a. Mix ability | b. Multilingual students |
| c. Similar age | d. Variation in course |

7. What is the full form of TTT?

- | | |
|------------------------------|--------------------------------|
| a. Teacher Training for Task | b. Teacher Talking Time |
| c. Teacher Tackling Time | d. Term based Teacher Training |

8. Which of the following is not an advantage of goal-driven lesson planning?

- a. It is a map.
- b. It's doable.
- c. It is more time-consuming over the course of a semester.
- d. You satisfy all administrative and record-keeping requirements.

9. You might choose to group students based on ...

- | | |
|-------------------------------|-----------------------|
| a. proximity in the classroom | b. student preference |
| c. ability levels | d. all of the above |

10. Technique of interaction in classroom is ...

- | | |
|----------------------------|----------------------------|
| a. teacher to student talk | b. student to teacher talk |
| c. student to student talk | d. all of the above |

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Time: 3.00 hrs.

FM:60

PM:30

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Candidates are required to give their answers in their own words as far as practicable.

Group "B"

6 × 5 = 30

Attempt all the questions.

1. Why do you think it is necessary to set specific language goals? Support your answer with suitable examples.
2. Distinguish between goal-driven lesson plans and lesson sequences.
3. In your opinion, what should be the job of teachers in the classroom? Describe.

Or

Many teachers think that student motivation is an essential component of the classroom and their job as teachers is to motivate their students. Do you agree with this statement? If yes, give your arguments. If no, also give your arguments.

4. Explain interaction in the goal-driven classroom.
5. What teaching frustrations ELT teachers generally face with their job? Explain.
6. Why does goal-driven lesson planning view assessment as the natural outcome? Discuss.

Or

Present some useful steps for assessing grammar books for classroom use.

Group "C"

2×10=20

7. What are some major ways of managing the goal-driven classroom? Discuss them in details.
8. Prepare a goal-driven lesson plan on any grammar topic or language function to the students of elementary level.

Or

Present the model of learner progress as proposed by Reed and Michaud (2010) and discuss how students become unconsciously competent.

THE END