**University of Asia Pacific**

**Department of Computer Science and Engineering**

**Mid-Semester Examination, Spring 2020**

**Program: B.Sc. in Engineering**

**Year: 3rd Semester: 1st**

Course Title: English for Communication Course Code: HSS 301 Credit: 2.00

Time: 1 hour Full Marks: 20

**Instructions:**

**\***Marks are indicated in the right margin.

**\***Answer all the questions.

Read the following passage carefully and answer question 1 & question 2.

During the first year of a child’s life, parents and caregivers are concerned with its physical development; during the second year, they watch the baby’s language development very carefully. It is interesting just how easily children learn language. Children who are just three or four years old, who cannot yet tie their shoelaces, are able to speak in full sentences without any specific language training.

The current view of child language development is that it is an instinct - something as natural as eating or sleeping. According to experts in this area, this language instinct is **innate** - something each of us is born with. But this **prevailing** view has not always enjoyed widespread acceptance.

In the middle of last century, experts of the time, including a renowned professor at Harvard University in the United States, regarded child language development as the process of learning through mere repetition. Language “habits” developed as young children were rewarded for repeating language correctly and ignored or punished when they used incorrect forms of language. Over time, a child, according to this theory, would learn language much like a dog might learn to behave properly through training.

Yet even though the modern view holds that language is instinctive, experts like Assistant Professor Lise Eliot are **persuaded** that the interaction a child has with its parents and caregivers is crucial to its developments. The language of the parents and caregivers act as models for the developing child. In fact, a baby’s day-to-day experience is so important that the child will learn to speak in a manner very similar to the model speakers it hears.

Dr Roberta Golinkoff believes that babies benefit from baby talk. Experiments show that immediately after birth babies respond more to infant-directed talk than they do to adult-directed talk. When using baby talk, people **exaggerate** their facial expressions, which help the baby to begin to understand what is being communicated. She also notes that the exaggerated nature and repetition of baby talk helps infants to learn the difference between sounds. Since babies have a great deal of information to process, baby talk helps. Although there is concern that baby talk may **persist** too long, Dr Golinkoff says that it stops being used as the child gets older, that is, when the child is better able to communicate with the parents.

Professor Jusczyk has made a particular study of babies’ ability to recognize sounds, and says they recognize the sound of their own names as early as four and a half months. Babies know the meaning of Mummy and Daddy by about six months, which is earlier than was previously believed. By about nine months, babies begin recognizing frequent patterns in language. A baby will listen longer to the sounds that occur frequently, so it is good to frequently call the infant by its name.

1. Guess the appropriate meaning of the given words from the (1 x 5 =5)

context of the above passage.

1. Innate
2. important, b) natural , c) not natural, d) unimportant
3. Prevailing
4. Protecting, b) increasing, c) decreasing, d) existing.
5. Persuaded
6. interested, b) convinced, c) elaborated, d) disbelieved

D. Exaggerate

a) to make something seem more extreme b) to make something seem less important

c) to avoid something d) to decrease something

E. Persist

a) to give up b) to decide c) continue to exist d) come to an end

1. Write an appropriate summary of the above passage. (5x 1 = 5)
2. Suppose, you are the Managing Director of your company and you want your employees to rejoin office and resume their work during the COVID-19 outbreak. Now write a memo to all your staffs explaining the emergency situation for which they need to join office during the pandemic situation. (5x 1 = 5 )

1. Write a paragraph on *A Movie that has changed your life*. Provide a brainstorming process before writing the main paragraph. Also, underline the topic sentence of your paragraph. (3+1+1=5)

The End

**SPECIFICATIONS OF EXAM QUESTIONS**

**University of Asia Pacific**

**Department: Department of Computer Science and Engineering**

**Mid-term Examinations, Semester: Spring 2020**

**Program: B.Sc. in Engineering**

**Course Code: HSS 301 Course Title: English for Communication Credit Hr: 2**

**Time: 1 Hour Total Marks: 20**

**Name & Designation of the Examiner: Tanjina Farhad, Lecturer**

**Learning Outcomes (LO):**

LO1 Write formal letters, CVs, memos

LO2 Applying different writing techniques & tools that are used in business contexts

and environments

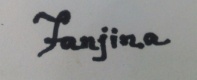
LO3. Utilize skills for effective reading

LO4 Do presentations and attend interviews effectively

***Levels in Bloom’s Cognitive Domain:***

***C1: Remember C2: Understand C3: Apply C4: Analyze C5: Evaluate C6: Create***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Question No.** | **Learning Outcomes (LO)** | **Level in Bloom’s Cognitive Domain along with Allocation of Marks** | | | | | |
|  |  | **C1** | **C2** | **C3** | **C4** | **C5** | **C6** |
| Q1 | LO3 |  | 5 |  |  |  |  |
| Q2 | LO2, LO3 |  |  | 5 |  |  |  |
| Q3 | LO1 |  |  | 5 |  |  |  |
| Q4 | LO2 |  |  | 5 |  |  |  |
|  |  |  |  |  |  |  |  |
| **Total Allocation of Marks** | **20** |  | 5 | 15 |  |  |  |

****

**Signature of the Examiner Date: 13-08-2020**

**MODERATORS’ REPORTON QUESTION PAPER**

**University of Asia Pacific**

**Department: Department of Computer Science and Engineering**

**Program: B.Sc. in Engineering**

**Mid-term Examination, Semester: Spring 2020**

**Course Code: HSS 301 Course Title: English for Communication Credit Hr: 3**

**Time: 1 Hour Total Marks: 20**

**Name & Designation of the Moderator(s):**

**Evaluation of Question Paper:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SL** | **Items** | **Accepted as it is** | **Minor correction** | **Major Correction** |
|  | Relevance of the questions according to six levels of Cognitive domain in Bloom’s Taxonomy |  |  |  |
|  | Reflection of the learning outcomes in the questions provided |  |  |  |
|  | Breadth of the course material supposed to be covered during the semester |  |  |  |
|  | Clarity of the questions provided |  |  |  |
|  | Distribution of marks allocated for each question |  |  |  |
|  | Correctness of the grammar and spelling |  |  |  |
|  | Format followed as prescribed by the department |  |  |  |

1. **Suggested modifications (if necessary) for the questions**

**Question No. Suggestions:**

**Question No. Suggestions:**

**Question No. Suggestions:**

1. **Overall Comments of the Moderator(s)**

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

**Moderated and Accepted**

**Signature of the Moderator(s)**