

**Indian Institute of Engineering, Science & Technology, Shibpur**  
**B. Arch 1<sup>st</sup> Semester Examination 2017**  
**English for Engineers (Hu-101A)**

Full Marks: 35

Time: 2 hours

Answer all the questions

1. The Librarian of IEST, Shibpur is deeply concerned about the loss of reading habits among the youth today. As the student representative of the Institute, you have been asked by the Librarian to collect information from the students about their reading habits, and submit a short report based on the findings of the data.
  - a) Write the contents page of the report.
  - b) Write a brief introduction to the report in about 150 words.

[ 8+8 ]

2. Read the following text and make notes of the relevant information. Present your notes in both linear & schematic/tree diagram formats.

[7+7]

Much of the research done in second language acquisition through the years has focused on speaking. Here are some of the features of effective speaking tasks.

Two-way speaking tasks, sometimes called jigsaw tasks, require students to share some information with others; these are popular in speaking classes. An example is a simple pair work activity. Researchers think they lead to language acquisition because they generally lead to more negotiation of meaning than one-way tasks do. A one-way task involves one person explaining something to the rest of the class. In general, there are fewer questions asked by the teacher, in this case, than of the pair-work partner. Negotiation of meaning, in which students have to come to a shared understanding, has been seen as one of the engines that drives language learning.

Closed tasks, which have only one acceptable outcome or answer, lead to more negotiation than open tasks, for which there is more than one acceptable outcome.

Good speaking tasks often have an element of pre-task planning. There is now a line of research in language teaching that shows how taking a small amount of time to plan what will be said during the task can pay large dividends in terms of accuracy, fluency, and complexity of language produced.

Teachers often see the course as moving through the textbook, completing one activity, and then moving on to the next. Doing similar activities over again can be a good use of class time and can be good speaking tasks in themselves. This is known as 'task recycling.'

These ideas can be expanded to provide a clear, coherent syllabus for a listening class. A listening class needs a warm up stage to activate students' prior knowledge.

In conclusion, teachers can build on listening tasks to provide speaking practice. At the same time, speaking tasks give students practice in listening to each other.

1. Use any five of the following idiomatic expressions to describe a situation or an event of your choice in a short paragraph.

[5]

- a) Make no bones about
- b) Pass the baton
- c) Be up in arms
- d) See eye to eye
- e) Apples & oranges
- f) Turn a blind eye
- g) Better safe than sorry