



ENG515

Final-Term (Solved)

ABSTRACT

This comprehensive collection of notes is accurately crafted to empower students to excel academically, ensuring they achieve a minimum of 80% marks in their examinations. The content is organized with clarity and precision, focusing on key concepts, critical analyses, and practical applications tailored to the syllabus. These notes serve as a reliable resource for both thorough preparation and last-minute revision. Designed to inspire confidence and mastery, this guide is an essential tool for students striving for academic excellence.

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1. Genre-Based Approach

A teaching method focusing on specific text types (genres) and their structure, purpose, and language features. It teaches students to read and write within those genres effectively by modeling, deconstructing, and practicing them.

2. Functional Syllabus

Organizes language teaching around communicative functions (e.g., requesting, apologizing) rather than grammar structures. It focuses on what learners can do with language in real-life contexts.

3. Situational Syllabus (Definition & Daily Life Use)

Based on real-life situations (e.g., at the bank, in the market). Language is taught through scenarios that learners are likely to face, making learning practical and relevant.

4. Task-Based Syllabus

Language learning is organized around meaningful tasks (e.g., planning a trip, writing a report) where language is used as a tool to achieve outcomes.

5. Difference: Genre-Based vs Activity-Based

- **Genre-Based:** Focuses on teaching specific text forms and conventions.
- **Activity-Based:** Focuses on engaging learners in activities for skill practice, not necessarily tied to a text type.

6. Interactive Approach

Involves active learner participation, interaction, and communication in authentic contexts. Builds fluency and confidence.

Writing Skills

7. How to Develop Writing Skills in Pakistani Students

- Teach writing stages (planning, drafting, revising).
- Provide models and guided practice.
- Encourage extensive reading.
- Use peer and teacher feedback.
- Practice writing in various genres.

8. Importance of Topic Selection in Writing Activity

A well-chosen topic motivates students, matches their interests, suits their proficiency level, and encourages creativity.

9. Planning Stage & Subprocesses of Writing

Includes brainstorming, outlining, setting purpose, and organizing ideas before drafting.

10. Two Subprocesses of Writing

1. Planning & organizing ideas.
2. Revising & editing drafts.

11. Three Points on Writing Tasks

- Should be purposeful and audience-oriented.
- Should integrate reading and thinking skills.
- Should provide opportunities for feedback.

12. Contexts of Writing

Academic, workplace, personal, and creative contexts.

13. Types of Content for Writing

Narrative, descriptive, expository, persuasive, and reflective.

14. Characteristics of Creative Writing

Originality, imagination, emotional impact, descriptive language, and clear expression of ideas.

15. Benefits of Creative Writing

Enhances imagination, improves language skills, develops self-expression, builds confidence, and fosters critical thinking.

16. Writing for Enjoyment (3 types)

Poetry, storytelling, personal journals.

17. Importance of Praise

Encourages motivation, builds confidence, reinforces positive behavior, improves self-esteem, and fosters engagement.

18. Importance of Criticism

Provides constructive feedback, identifies improvement areas, encourages skill refinement.

19. Music as Helpful Factor

Stimulates creativity, sets mood for writing, and helps concentration.

20. Engaging Writing Tasks

Tasks that are interesting, relevant, and challenging (e.g., opinion essays, creative stories).

21. Activity Writing

Hands-on, participatory writing exercises often connected with real-life experiences.

22. Dicto-Comp

Teacher reads a passage; students listen, take notes, and reconstruct it, focusing on structure and accuracy.

23. Instant Writing

Spontaneous writing without preparation, often used for brainstorming or fluency building.

24. Looping

Free-writing technique where the writer expands on ideas in successive short bursts, refining focus each time.

25. Vocabulary in Writing

Rich vocabulary improves clarity, precision, and expressiveness.

26. Word Form Error

Mistakes in using correct grammatical form of words (e.g., verb tense, noun form).

27. Reinforcing Writing – Five Points

Regular practice, constructive feedback, use of models, collaborative work, and integrating reading with writing.

Reading Skills

28. Reading Comprehension

Understanding meaning from text by identifying main ideas, supporting details, and inferences.

29. Definition of Reading & Factors Influencing It

Reading is decoding and understanding written text. Influenced by vocabulary, background knowledge, motivation, fluency, and reading strategies.

30. Why Pakistani Students Find Reading Difficult

Limited reading culture, lack of resources, weak vocabulary, poor teaching methods, and exam-focused learning.

31. Need for Reading Skills

Supports learning across subjects, improves vocabulary, and develops critical thinking.

32. Strategic Reader

Uses planned approaches like skimming, scanning, predicting, and summarizing.

33. Aims of Contrastive Rhetoric

Understand how cultural background influences writing style and help learners adapt to target language norms.

34. Coherence & Cohesion

- **Coherence:** Logical flow of ideas.
- **Cohesion:** Linguistic links (connectors, pronouns) that bind sentences together.

35. How to Promote Extensive Reading

- Provide access to graded readers.
- Allow free choice of reading material.
- Encourage reading for pleasure.
- Set aside regular reading time.
- Integrate reading with discussion and writing tasks.

36. Uses/Benefits of Extensive Reading (5–6 Points)

ENG515_Spring2025
Final-Term (Solved)

- Improves reading fluency and speed.
- Expands vocabulary naturally.
- Enhances comprehension skills.
- Builds confidence in reading independently.
- Improves writing through exposure to language patterns.
- Develops positive reading habits.

37. Benefits of Reading Assessment (Three Points)

- Identifies learners' strengths and weaknesses.
- Tracks progress over time.
- Guides teachers in adjusting instruction.

38. Three Ways of Reading Assessment

- Comprehension questions.
- Cloze tests.
- Summarization or retelling.

39. Reasons for Less Focus on Reading by Pakistani Students

- Exam-oriented education system.
- Limited availability of interesting reading material.
- Low motivation and reading culture.
- Overemphasis on rote learning.
- Weak vocabulary and language skills.

40. Countable & Uncountable Nouns (3 Characteristics of Uncountable)

- Cannot be counted individually.
- No plural form.
- Measured in quantity or mass units (e.g., milk, advice).

41. Prefix & Suffix

- **Prefix:** Added before a word to change meaning.
 - Examples: **un**happy, **pre**view.
- **Suffix:** Added at the end to change form or meaning.
 - Examples: teacher, **ful**.

42. Uses of Comma (Five Examples)

- Separate items in a list.
- After introductory phrases.
- Between independent clauses with conjunctions.

**ENG515_Spring2025
Final-Term (Solved)**

- To set off non-essential information.
- With dates, addresses, or numbers.

43. Uses of Colon (Five Examples)

- Introduce a list.
- Introduce a quotation.
- Separate title and subtitle.
- Introduce explanations.
- In ratios or time notation.

44. Uses of Semi-Colon

- Separate closely related independent clauses.
- Separate items in a list when items contain commas.

45. Three Examples of Homophones

- Pair / Pear
- Sea / See
- Flour / Flower

46. Sentence Correction (Noun/Verb Errors)

- Identify incorrect form and replace with correct grammatical form.
 - Example: “He go to school” → “He goes to school.”

47. American vs British English Spellings (5 Examples)

- Color / Colour
- Center / Centre
- Theater / Theatre
- Organize / Organise
- Traveler / Traveller

48. Difference in Spelling System & Effect on L1 to L2 Transfer

Different orthographic rules can cause confusion in pronunciation, spelling errors, and slower writing speed when transferring from native to target language.

49. Three Uses of the Word “Bank”

- Financial institution (save money).
- River edge (river bank).
- Store/collection (blood bank).

50. Teacher's Commentary – Three Principles

- Be constructive and specific.
- Balance positive and corrective feedback.
- Focus on both content and language.

51. Peer Evaluation / Peer Feedback

Students review each other's work, offering constructive criticism to promote reflection, collaborative learning, and awareness of writing quality.

52. Margin Comments – Three Benefits

- Immediate targeted feedback.
- Highlights specific errors.
- Easy to locate and revise.

53. End Comment – Benefits

- Provides an overall assessment.
- Summarizes strengths and weaknesses.
- Suggests improvement strategies.

54. Reviewing – Benefits

- Encourages self-reflection.
- Helps spot recurring mistakes.
- Improves final draft quality.

55. Use of Written & Spoken Feedback

Written feedback is permanent and referenceable; spoken feedback is immediate and interactive.

56. Importance of Teacher's Feedback (Students' View)

Guides improvement, motivates learning, and clarifies expectations.

57. Four Ways of Scoring Classroom Tests

- Holistic scoring.
- Analytic scoring.
- Primary trait scoring.
- Multiple trait scoring.

58. Writing Assessment – Three Forms

- Process assessment.
- Product assessment.
- Portfolio assessment.

59. Names of Three Classroom Tasks

- Brainstorming.
- Role-play.
- Group discussion.

60. Benefits of Experienced Task

- Builds confidence.
- Encourages real-life language use.
- Improves problem-solving skills.

61. Difference Between Experience & Independence Tasks

- **Experience Tasks:** Teacher-supported, guided practice.
- **Independence Tasks:** Self-directed with minimal teacher input.

62. Experience Task – Definition

A guided learning activity where learners engage in real or simulated experiences to practice and apply skills with teacher support.

63. ESP – Definition & Examples

English for Specific Purposes; tailored to learners' professional or academic needs.

- Examples: English for Medicine, English for Business.

64. ESL – Definition & Examples

English as a Second Language; for learners living in an English-speaking environment.

- Examples: Immigrant English classes, community ESL programs.

65. Hedging

Using cautious language to soften claims (e.g., “It seems,” “It is possible that”).

- Uses: Avoids overgeneralization, shows politeness, maintains academic tone.
- Example: “It appears that the results support the hypothesis.”

66. Spelling Learning Techniques (Two with Examples)

- **Cover and Retrieve:** Write a word, cover it, rewrite from memory.
- **Using Analogies:** Learn 'apply' by relating to 'reply'.

67. Contrastive Rhetoric – Aims

Helps learners understand cultural influences on writing style and adapt to target language conventions.

68. Hope and Ambitions

A writing prompt encouraging students to express personal goals and dreams.

69. Forms of Writing Skills

Narrative, descriptive, expository, persuasive, creative.

70. Five Aspects to Teach Writing to Pakistani Students

- Purpose & audience awareness.
- Organization & coherence.
- Vocabulary development.
- Grammar accuracy.
- Revision and editing strategies.

Q. Make a multiple choice question on reading skill 5 marks

1. The reading technique which provides support to the less fluent readers in group is called

Slow reading **Paired reading** Extensive reading Fluent reading

2. A good reading exercise focuses on _____.

Direct learner's attention Items **All the given option** Strategies

3. Fast reading is the result of _____.

Authentic material Grammatical analysis **Decoding** Encoding

4. Out of class reading

(Extensive reading) (Intensive reading) (both a & b) (none of the given)

5. There are Reading components according to Tummer Hoover

3 4 1 **2** *Compilation*

Q. THE FOLLOWING PARAGRAPH IS AN EXAMPLE OF COHESION, COHERENCE.

Cara loves to cook dinner for her husband Carl. The dinner that she likes cooking the most is lasagna. Lasagna is a very popular dish in Italy. Italians are also known for their heavy accents. Accents can tell you where in the world people come from. There are over 7 billion people on earth.

In this example we can see the clear link between each sentence, even though there is no set topic/theme in the paragraph. This is cohesion. Cohesion can be evident without coherence.

Q. What is the role of teacher feedback in student learning?

Effective feedback helps students understand their mistakes, improve writing clarity, and enhance learning motivation.

Q. What are countable and uncountable nouns?

- ♣ Countable nouns can be singular or plural and require articles or determiners (e.g., a, the, some). Examples: book, apple, chair.
- ♣ Uncountable nouns cannot be pluralized and usually do not require an article. Examples: water, information, furniture.

Uncountable nouns do not have plural forms and cannot be used with numbers. Examples: water, advice, knowledge.

Q. prefix and suffix with two examples each

A **prefix** is a group of letters placed before the root of a word. For example, the word “unhappy” consists of the prefix “un-” [which means “not”] combined with the root (or stem) word “happy”; the word “unhappy” means “not happy.”

A **suffix** is a group of letters placed after the root of a word. For example, the word flavorless consists of the root word “flavor” combined with the suffix “-less” [which means “without”]; the word “flavorless” means “having no flavor.”

Q. techniques of spelling learning

- 1) Spelling sentences
- 2) Dictation
- 3) Spotting patterns
- 4) Listen and spell
- 5) Mnemonics

Q. Explain the difference between similar-sounding words in English.

Homophones (e.g., "their" vs. "there"), homonyms (e.g., "bat" as in animal vs. "bat" as in cricket bat), and homographs (e.g., "lead" as a verb vs. "lead" as a metal) can cause confusion.

Q. Three examples of homophones

homophones (words that sound the same but are spelt differently) such as threw and through, Pairs of words that sound identical — like sun and son, sew and so, threw and through

Q. 5 spelling in American and British English

British English (colour, flavour, behaviour, harbour, honour, humour, labour, neighbour, rumour, splendour)

American English (color, flavor, behavior, harbor, honor, humor, labor, neighbor, rumor, splendor).

Q. Three uses of semi colon

- (1) Use a semicolon to separate two independent clauses that are closely related. ...
- (2) Unleash the mighty semicolon when using a conjunctive adverb to join two main clauses
- (3) Use a pack of semicolons to make a bunch of competing commas more manageable and easy to understand.

Q. Five usage of commas

- i. Separating the main elements of a sentence from each other
- ii. Setting off a parenthetical element from the rest of the sentence
- iii. Separating elements in a series
- iv. Setting off dialogs or quotations
- v. Other uses of the comma

Q. five uses of colon

The colon is used to separate two independent clauses when the second explains or illustrates the first. In such usage, the colon functions in much the same way as the semicolon. As with the semicolon, do not capitalize the first word after the colon unless the word is ordinarily capitalized.

Q. How can writing skills be effectively taught to Pakistani students?

Teachers should use structured approaches, such as genre-based and activity-based writing. Providing clear instructions, feedback, and real-world writing tasks can improve students' skills.

Q. What are the uses of written and spoken feedback in education?

Written feedback helps students revise and reflect on their work, while spoken feedback provides immediate clarification and personal engagement. A combination of both enhances learning effectiveness.

Q. How does music help improve writing skills?

ENG515_Spring2025
Final-Term (Solved)

Music stimulates emotions and creativity, helping students generate ideas for writing. Activities like listening to instrumental music and writing based on its mood can enhance engagement and storytelling skills.

Q. How can extensive reading be promoted among students?

Teachers can encourage extensive reading by providing engaging materials, allowing student choice, setting reading goals, and integrating discussions and activities based on reading.

Q. What are the benefits of extensive reading?

Extensive reading improves vocabulary, fluency, comprehension, and overall language proficiency. It also fosters a love for reading and enhances general knowledge.

Q. What are five key aspects of teaching writing to Pakistani students?

(1) Teaching structure and organization, (2) Emphasizing revision and editing, (3) Providing feedback and guidance, (4) Encouraging creativity, (5) Using real-life writing tasks.

Q. How do experience-based and independent tasks contribute to learning?

Experience-based tasks connect learning to real-life situations, making concepts more meaningful. Independent tasks promote self-reliance, critical thinking, and problem-solving skills.

Q. What is extensive reading, and what are its five main features?

Extensive reading involves large quantities of self-selected, engaging texts at an appropriate difficulty level. Features: (1) Meaning-focused, (2) Comprehensible input, (3) Fluency-building, (4) Self-selection, (5) Motivation-driven.

Q. Fill the Blanks with suitable word

Words(technology, internet spread, the poor economic, smog fire, bankrupt)

- 1- The growing childhood obesity epidemic is result of **TECHNOLOGY**
- 2- Much of the wildlife is dying because of the **SMOG FIRE**

Q. What are three different uses of the word "bank"?

(1) Financial institution (e.g., "He deposited money in the bank"), (2) Riverbank (e.g., "They sat on the river bank"), (3) Storing something (e.g., "A memory bank").

Q. How does vocabulary enhance writing skills?

A rich vocabulary allows writers to express their ideas clearly and effectively. It enables variation in sentence structure and improves overall writing quality.

Q. What is creative writing, and why is it important?

Creative writing involves imaginative storytelling, poetry, and personal expression. It helps develop originality and communication skills.

Q. What are the characteristics of uncountable nouns?

Uncountable nouns do not have plural forms and cannot be used with numbers. Examples: water, advice, knowledge.

Q. What are five strategies to improve reading skills?

(1) Skimming and scanning, (2) Predicting content, (3) Annotating text, (4) Summarizing key points, (5) Using contextual clues.

Q. What is reinforcement in learning, and how does it help students?

Reinforcement strengthens learning by providing positive feedback and rewards for correct responses, enhancing motivation and retention.

Q. What are the key skills required for effective reading?

Skimming, scanning, predicting, summarizing, and inferring meaning from context are essential reading skills.

Q. Three tasks in a language classroom?

- ♣ experience tasks,
- ♣ shared tasks,
- ♣ guided tasks, and
- ♣ independent tasks.

Q. what is clustering?

Cluster analysis or clustering is the task of grouping a set of objects in such a way that objects in the same group (called a cluster) are more similar (in some sense) to each other than to those in other groups (clusters). Students from words related to a stimulus supplied by the teacher. The words are circled and then linked by lines to show discernible cluster. Clustering is a simple yet powerful strategy: “Its visual character seems to stimulate the flow of association... and is particularly good for students who know what they want to say but just can’t say it”

Q. experienced and independent task

The difference between an experience and independent task lies in the control and preparation that goes into an experience task. Experience tasks are planned so that learners are faced with only one aspect of the task that is outside their previous experience. Independent tasks do not involve this degree of control and learners may be faced with several kinds of difficulty in the same task.

**ENG515_Spring2025
Final-Term (Solved)**

Q. What is publication?

Another form of positive feedback is publication. This can take many forms. Reading written work aloud to others is a form of publication. Having your work circulated or posted on the wall of the classroom is another, and having it appear in a printed collection is yet another.

Q. What are some strategies to improve reading skills?

Active reading, summarization, annotation, contextual guessing, and using graphic organizers improve reading proficiency.

Q. What is grammar, and what are five key points about how to use it?

Grammar is the system of rules governing language use. Key points: (1) Sentence structure, (2) Tense usage, (3) Subject-verb agreement, (4) Pronoun clarity, (5) Punctuation rules.

Q. What are countable and uncountable nouns?

- ♣ Countable nouns can be singular or plural and require articles or determiners (e.g., a, the, some). Examples: book, apple, chair.
- ♣ Uncountable nouns cannot be pluralized and usually do not require an article. Examples: water, information, furniture.

Q. How are portfolios used in education?

Portfolios are used to assess students' progress by compiling multiple drafts of their writing. They encourage revision, self-reflection, and improvement while being evaluated by instructors.

Q. What are subjective and objective assessments?

Subjective assessments (e.g., essays) require judgment and interpretation, while objective assessments (e.g., multiple-choice tests) have definite correct answers.

Q. How do traditional and non-traditional teaching methods differ?

Traditional methods rely on lectures and rote memorization, whereas non-traditional methods emphasize interactive learning, problem-solving, and student engagement.

Q. What is the correct use of the conjunction "but"?

"But" is used to introduce contrast in a sentence, e.g., "She studied hard, but she didn't pass the exam".

Q. What is cubing, and how is it used in writing instruction?

ENG515_Spring2025
Final-Term (Solved)

Cubing is a brainstorming technique where students examine a topic from six perspectives: describe, compare, associate, analyze, apply, and argue.

Q. What is the role of teacher feedback in student learning?

Effective feedback helps students understand their mistakes, improve writing clarity, and enhance learning motivation.

Q. What are the key components of lesson planning?

Objectives, instructional strategies, materials, assessment methods, and classroom activities.

Q. How does praise or criticism affect student motivation?

Praise boosts confidence and encourages effort, while constructive criticism helps students identify areas for improvement.

Q. What are ambitions and hopes, and why are they important?

Ambitions and hopes drive individuals to set goals and strive for success, fostering motivation and perseverance.

Q. How do students perceive teacher feedback on their work?

Students highly value teacher feedback and see it as crucial for their writing improvement. However, they find illegible, unclear, or overly critical feedback frustrating. They prefer a balance of encouragement and constructive criticism.

Q. How can students develop interest in learning?

Encouraging curiosity, using engaging materials, relating lessons to students' lives, incorporating interactive activities, and providing positive reinforcement can help develop interest in learning.

Q. What is contrastive analysis in language learning?

Contrastive analysis compares linguistic features of two languages to identify differences that may cause learning difficulties.

Q. What is pragmatic competence, and why is it important?

Pragmatic competence is the ability to use language appropriately in different contexts. It is crucial for effective communication, particularly in second-language acquisition.

Q. How do intercultural and pragmatic differences affect communication?

ENG515_Spring2025
Final-Term (Solved)

Different cultures have unique communication styles, politeness levels, and nonverbal cues. Misunderstandings arise when these differences are not recognized.

Q. What are five characteristics of a good comprehension question?

(1) Clear and specific, (2) Encourages critical thinking, (3) Relevant to the text, (4) Covers different levels of understanding, (5) Avoids ambiguity.

Q. What are the three main types of texts?

(1) Narrative (e.g., stories), (2) Expository (e.g., essays, reports), (3) Persuasive (e.g., advertisements, opinion pieces).

Q. How do academic and non-academic materials differ?

Academic materials follow formal structures and use technical language, while non-academic materials are informal, conversational, and accessible to a general audience.

Q. Why is vocabulary learning important in reading, according to research?

A strong vocabulary improves reading comprehension, fluency, and engagement. It allows readers to infer meaning from context and understand complex texts.

Q. Provide examples of common noun errors with corrections.

- **Incorrect:** "She has many informations."
- **Correct:** "She has a lot of information."
- **Incorrect:** "The furnitures are expensive."
- **Correct:** "The furniture is expensive".

Q. Less common writing tasks include

- ♣ **Expanded definition** (least common in medium-length and out-of-class assignments)
- ♣ **Process analysis** in such disciplines as political science, economics, sociology, psychology, accounting, marketing, and management (hardly ever found in out-of-class assignments)
- ♣ **Fact-based exemplification** of concepts and theoretical premises and constructs (overall least common in both in-class and out-of-class assignments)
- ♣ Not found in any assignments—**narration/description** in the disciplines or English courses

Q. Three types of verb error.

Types: omission, addition, misformation and ordering.

- ♣ Subject / Verb Agreement Errors

**ENG515_Spring2025
Final-Term (Solved)**

- ♣ Irregular Verbs and Conjunction Errors
- ♣ Compound Verbs and Parallelism Errors
- ♣ Hyphenated Verbs and Conjugation Oddities

Q. types of writing

- 1) **Expository** – Writing in which author’s purpose is to inform or explain the subject to the reader.
- 2) **Persuasive** – Writing that states the opinion of the writer and attempts to influence the reader.
- 3) **Narrative** – Writing in which the author tells a story. The story could be fact or fiction.
- 4) **Descriptive** – A type of expository writing that uses the five senses to paint a picture for the reader. This writing incorporates imagery and specific details.

Q. write 3 sentence use but among them.

1. "I want to go to the party, but I am so tired."
2. "I like her, but I don't like her friend."
3. "I studied for the test, but I don't think I did well."

Q. Validity, practicality and reliability of testing

Reliability: A reliable test means that it should give the same results for similar groups of students and with different people marking.

Validity: To make a valid test, you must be clear about what you are testing.

Practicality: No matter how valid or reliable a test is, it has to be practical to make and to take this means that

1. It is economical to deliver. It is not excessively expensive
2. The layout should be easy to follow and understand.
3. It stays within appropriate time constrains
4. It is relatively easy to administer
5. Its correct evaluation procedure is specific and time-efficient

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Compilation