

ENG515

SUBJECTIVE / OBJECTIVE

FINAL TERM PREPERATION za

LESSON 23 TO 45

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OBJECTIVE PART

1. Reading aloud can be used to check the **learner's skill** at word recognition.
2. Reading aloud should begin with a very easy **short** text
3. A difficulty with reading aloud for second language learners is that their skill in reading may be **greater** than their skill in **speaking**
4. Learners may have difficulty reading because they do not know enough **vocabulary**.
5. Tests like the TOEFL test and **IELTS** test are proficiency measures
6. **Radice** (1978) suggests that when the cloze exercise is used for teaching, a marking system can be used.
7. Pronominal questions requires learners to make a written answer of **single word to paragraphs**.
8. A **cloze test** can be marked very quickly using a test paper with holes in it that fits over the test paper
9. A major reason for using several texts is to try to **reduce** the effects of background knowledge on the test
10. Reading aloud should begin **with short text**.
11. If learners are not allowed to look back at the text, then the test involves a strong element of skill in **remembering**.
12. The word schema has been used in the course as
 - a) Concept
 - b) **All**
 - c) Plan
 - d) information
13. The idea behind allowing learners to use the first language to answer questions is that this is more likely **to directly** measure comprehension.
14. Reading comprehension tests are supposed to measure reading **comprehension**

15. Other skills and knowledge, **particularly** skill in writing, should not get in the way of this measurement
16. The spelling system is related to **orthography**.
17. Writing is a **complex** process that requires a different range of skills from reading
18. Writing should always arise from the student's needs and interests. Meaning-focused **Input**
19. Learners should bring experience and knowledge to their **writing**.
20. Spontaneity is an important part of **brainstorming**.
21. **Meaning focused input**, Writing is most likely to be successful and meaningful for the learners if they are well prepared for what they are going to write.
22. It involves learners talking to the class about a book they have just read is called **oral book report**.
23. Meaning-focused **Output** Learners should do lots of writing and lots of different kinds of writing
24. Meaning-focused Output Learners should experience a **feeling of success** in most of their writing.
25. Language-**focused Learning** Learners should know about the parts of the writing process and should be able to discuss them in relation to their own and others 'writing.
26. Fluency development can occur through. **Repetitive activities, easy material**
27. Planning and organizing are **higher** level skills in writing
28. Genre-based approach is given by **Randi Reppen**
29. The purpose of teaching writing skills is to
 - a) improve grammar
 - b) help creative writing
 - c) develop written expression,
 - d) (all)
30. There are **four** kinds of tasks
31. **Experience** Tasks A very effective way of making a task easier is to make sure that the learners are familiar with as many parts of it as possible.
32. One of the most common examples of an experience task in foreign language learning is the use of **graded** readers.
33. A more **formal** way of providing learners with experience to do a task is by pre-teaching
34. Using carefully graded material
 - **Control through selection or simplification**
 - Discussions and brainstorming
35. Using simplified material
 - **Control through selection or simplification**

- Discussions and brainstorming

36. Which of the following task requires the learner to work alone without any planned help?

Independent task

37. Recall or sharing of previous experience.

- **Discussions and brainstorming**
- none

38. **Experience** tasks are ones where the learners already have a lot of knowledge needed to do the task

39. Linked skills tasks are the commonest kinds of **fluency** task.

40. Writing is **most difficult** skill to master for L2 learner

41. Setting your own questions is an **amusing** activity.

42. **Shared Tasks** A task which is too difficult for an individual to do alone may be done .

43. Randi reppon approach is **genre-based**

44. Many experience tasks and guided tasks can be done in a **group**

45. This activity is called **a dicto-gloss** (Wajnryb, 1988 and 1989) if it is done as group work and if the learners take notes during two listening sessions.

46. To make a **blackboard** composition the whole class works together.

47. If I **hadn't** failed my exams, I **would have** gone to university.

48. Members of the class raise their hands and suggest a sentence to put in the composition.

blackboard composition

49. Which of the following are identification techniques?

- a) (all)
- b) Copying
- c) Dictation
- d) Writing from diagram

50. The learners are divided into groups for **group-class** composition

51. In group composition, **the learners** are divided into groups or pairs

52. When **writing** with a secretary, the learners work in pairs to do a piece of writing

53. There are several types of **guided tasks** which can work at the level of the sentence, paragraph or text.

54. How many types of tasks have been used in your course for teaching writing skills? 4

55. In **translation** the learners translate sentences or a story into English

56. For picture composition the **teacher** shows the learners a picture or a series of pictures

57. **Countable** nouns can be singular or plural.

58. Word recognition during reading aloud is affected by **vocabulary**.

59. A **singular** countable noun must have a, or the, or a word like this, my, each, every, Fred's in front of it.

60. . Many, several, both, a few, these, those, two, three, etc. are only used in front of **plural countable** nouns.
61. Each, every, a, another, one are only used in front of **singular countable** nouns.
62. Uncountable nouns cannot be **plural**
63. Much is only used in front of **uncountable** nouns
64. In **correction** techniques the learners look for mistakes either in ideas or form and describe them or correct them
65. In **completion** techniques the learners are given words, sentences, a passage, or pictures that have parts missing.
66. The monolingual level test is based on **one** language.
67. In substitution techniques the learners replace **one or more** parts of a word, sentence, passage, picture, story
68. In change the sentence the learners are given some sentences and are asked to **rewrite** them making certain changes
69. Choose the article error from the following? **I need to buy book.**
70. Choose the word from error from following? **My father is very generosity.**
71. Which of the following is true ? **He likes mathematics in school.**
72. Choose the verb error ? **That TV show come on at 8:00**
73. Correcting grammatical error is a part of **correction.**
74. Independent tasks require the learners to work **alone** without any planned help
75. An **experience** approach. The learners could write several drafts
76. A **shared approach.** The learners could ask the teacher or classmates for help when they need it
77. Writing for **learning**
78. Writing for **writing**
79. Reinforcement writing has always been used as a means of **reinforcing** language that has, been taught
80. What is different from other in concepts **fun learning.**
81. Process oriented approaches have not been challenged on **artificial** level.
82. The most **effective** learning of writing skills is likely to take place when students are writing real messages for real audiences
83. English as a Second Language (**ESL**)
84. English for Specific Purposes (**ESP**)
85. English as a Foreign Language (**EFL**)
86. **Creative** writing is one area (like painting and composing) where the imagination has a chance to run free
87. Which of the following is true features of a comprehension test?
 - a) Validity
 - b) Practicality

- c) All
 - d) reliability
88. One way of focusing attention on different aspects of writing is to look at **writing** as a process
89. One possible division of the writing process contains **seven** subprocesses.
90. **Leibman-Kleine** (1987) suggests that techniques for gathering ideas about a topic can be classified into three groups.
91. A reading log is **a record of work done**
92. A reading log contains ?
- a) Title
 - b) All
 - c) Level
 - d) time
93. Looping is when each learner writes as quickly as possible on the topic for **4 or 5** minutes
94. Cubing is when the learners consider the topic from **six** angles:
95. Reading like a **writer** is when the learner reads an article or text like the one they want to write
96. The way learners organize ideas gives them a chance to put their **own** point of view and their own thought into their writing,
97. Which of the following is goal of reading assessment ? **measure achievement.**
98. With projection into **dialogue** the learners look at a model letter and list the questions that the writer of the letter seemed to be answering
99. Some learners are able to say what they want to write but have **difficulty** in putting it into written form
100. The model of composition instruction in US English language education are known as **traditional paradigm.**
101. **Reviewing** An important part of the **writing** process is looking back over what has been written
102. In peer **feedback** learners read their incomplete work to each other to get comments and suggestions on how to improve and continue it
103. Who was the author of CA and its application to Foreign and Second -language instruction? **Roert Kaplan.**
104. **Editing** involves going back over the writing and making changes to its organization, style, grammatical and lexical correctness, and appropriateness
105. Cognitivists are different from expressivists in
- a) Elaborating definitions
 - b) All
 - c) Planning
 - d) High order thinking.

106. **Lexical** cohesion is achieved in the article by the use of two main devices:
107. **articles** are also used for text cohesion
108. When a text is **coherent**, the reader can understand at least two things:
109. When a text is coherent, the reader can understand ♣ The writer's purpose and The writer' line of thought
110. Group brainstorming is about **spew about ideas**.
111. Writing is a medium of **human** communication that represents language with signs and symbols
112. Writing, like any other skill, has its mechanical components.
113. Post writing activity is/are
 - a) Publishing
 - b) Reading aloud
 - c) Text for notice board
 - d) **all**
114. Handwriting can be particularly **difficult** for some students.
115. If **students** are to form English letters correctly, they have to recognize them first
116. English spelling rules do often have exceptions but these usually only apply to a **small** number of **individual** words.
117. Learners of English need to be aware about how we use different spellings to distinguish between **homophones**
118. Spellings make English relatively easy to **read**
119. The word revising is associated with
 - a) Correction
 - b) **All**
 - c) Revising
 - d) Reviewing
120. **Extensive** reading (reading longer texts, such as simplified readers, for pleasure) helps students to remember English spelling rules and their exceptions,
121. Which of the following option is true about this statement? Write three sentence about a friend or a member of your family using at least three of these character adjectives; proud ,king, friendly, helpful and impatient. Reinforcement writing.
122. Punctuation correction is the part of **editing**.
123. Using **punctuation** correctly is an important skill.
124. **Copying** rewriting words in different columns
125. A starting statement is given at the **beginning** a piece of writing.
126. Paragraph construction can be done through a practice **drill**
127. William Shakespeare is England 's most famous **playwright**
128. William Shakespeare wrote **37** plays

129. An **engaging** writing is one that involves students not just intellectually but **emotionally** as well;
130. Information & task information- students need to have the **necessary information** to complete the task
131. At the drafting stage, the writer is concerned with **fluency**.
132. **Ideas**- teachers need to be able to suggest ideas to help students when they get stuck
133. There are stages in any lesson where students can be asked to write on the spot, without much in the way of preparation or warning; this is **instant writing**.
134. instant writing is **not** part of a **long** writing process
135. **Musical stories**- students can write stories on the basis of music they listen to
136. **Rewriting** (and expanding) sentence- in one sentence-rewriting activity,
137. A further way of provoking student engagement with **writing** is to get students to write to each other in class time
138. The 'key pal' system does need **computer** access, of course
139. In broad terms, needs assessment consists of "procedures for identifying and validating needs, and establishing priorities among them" (Pratt, 1980)
140. non-native speakers (**NNSs**)
141. **In Intermediate/High to Advanced** Compose paragraph-length prose responses to specific questions in connected prose form
142. **Hillocks (1995)** offered sound planning advice in noting that "the thoughtful teacher, in searching for ways to help students learn more effectively,
143. In purely mechanical terms, a lesson plan can be **handwritten** or word-processed on standard paper and formatted in any number of ways.
144. **Class Management** • Assignments to be collected
145. **Materials** • Textbook(s)
146. Respond to preview • Respond to teacher's prompts. **student action**
147. writing courses, particularly at **beginning** levels, can be organized around grammar and sentence patterns.
148. writing courses can be organized around **rhetorical** activities:
149. **Pre-writing** is any activity in the classroom that encourages students to write.
150. Students generate who, why, what, where, when and how question about a topic **WH-Question**
151. One **sufficient ideas** are gathered at the planning stage, the first attempt at writing-that is, drafting-may proceed quickly
152. **Formal** theories, in tandem with the insights of empirical research, can and should play a vital role in our thinking about instructional planning, practice, and assessment (**Sasaki, 2000**).

153. **Process-oriented** writing pedagogies focused particular attention on procedures for solving problems, discovering ideas
154. Faigley (1986) divided process writing proponents into **two** distinct categories: expressivists and cognitivists.
155. **Cognitivism**, sometimes described as a "writing as problem solving" approach
156. **Hallmarks** of cognitivist approaches to teaching L1 and L2 writing as a process include invention and prewriting tasks
157. similarities between L1 and L2 composing processes, ESL writing instruction in the early **1980s** largely replicated L1 classroom practice
158. Approaches to L2 composition reflect **parallel** (although by no means simultaneous) developments in L1 composition and **rhetoric**
159. Focus on Discursive Form, Traditional Form, and "Current-Traditional Rhetoric," **1966**.
160. Raimes (1991) and **Matsuda (2003b)** traced formally oriented L2 writing approaches to the audiolingual tradition in second language teaching
161. The Genesis of Contrastive Rhetoric. **Kaplan's** (1966)
162. contrastive rhetoric (**CR**)
163. contrastive analysis (**CA**)
164. **Motivating** Positive feedback on the content of learners'
165. Another form of positive feedback is **publication**.
166. Some learners are embarrassed by **praise**, especially in the presence of peers
167. The **feedback** can come from the teacher, from peers, and from the learners themselves in self-assessment
168. Conferencing involves a **one-to-one** meeting between the teacher and the learner to talk about the learner's writing
169. A **portfolio** is a collection of several pieces of the learner's writing, some of which may have already been marked and commented on
170. Conferencing on a **portfolio** allows the opportunity to see improvement across several pieces of writing
171. Peer **evaluation** involves learners receiving feedback on their writing from each other
172. The main advantages of peer evaluation is that learners get **feedback** from others besides the teacher
173. A major problem with **peer evaluation** is that learners may not value the comments of their peers
174. If texts are submitted in **electronic form**, it is possible to provide feedback using the range of word-processing functions
175. A **good writing** test should satisfy the demands of reliability, validity and practicality
176. **Analytic** marking involves having a marking scheme that awards marks for things like richness and appropriateness of vocabulary use, grammatical accuracy.
177. **Quantitative** descriptions of teacher commentary are interesting and illustrative

178. Students greatly appreciate and value **teacher** feedback
179. Students are **frustrated** by teacher feedback when it "is illegible, cryptic"
180. Teachers should provide both **encouragement** and constructive criticism through their feedback.
181. A second lens through which teachers can look at student writing is the assignment or task type as well as the **task's genre** category
182. Another important means of giving feedback and instruction to writing students is through **one to-one** writing conferences
183. Beginning in the **early 1980s**, several studies undertook to investigate the types of writing assignments and tasks required of undergraduate and graduate students in academic mainstream courses in various disciplines, such as the natural sciences
184. The most **comprehensive** study of academic writing tasks was carried out by the Educational **Testing** Service (Hale et al., 1996)
185. Major academic essays typically have a specified length of **5 to 10** or more than **10** pages.
186. **Medium-length** essays between 1 and 5 pages are required a
187. When students matriculate from **ESL/EAP** programs, the quality of their writing and text is evaluated by non-ESL specialists who are faculty in the disciplines.
188. Exposition **rhetorical** tasks require writers to explain or clarify the topic/subject.
189. **Cause-effect** interpretation tasks deal with establishing causal relationships and are based on causal reasoning
190. Argumentation assignments **largely** represent a form of exposition that includes an element of persuasion
191. The education system of any country is **complex** and multifaceted
192. In **Pakistan**, education had been under both the central control (that is the federal government) and the provincial governments
193. The educational levels are classified into **elementary** (grades 1-8, ages about 5 to 13)
194. , **secondary** (grades 9-12, ages about 14 to 18),
195. tertiary or higher education after **12** years' schooling
196. In Pakistan training is a **pre-requisite** for public sector teachers
197. When we are teaching a **second language** we are trying to develop in the learner not just grammatical competence in the **Chomskyan** sense, but communicative competence
198. Using **Fostering autonomy**: Only when the students are able to understand or express the language that they need or want
199. Writing is not a skill which can be learned in **isolation**.
200. Written questions based on a reading passage encourage the student to read the text more **attentively**
201. **A story** may be rewritten in dialogue form, or a dialogue rewritten as a narrative

SUBJECTIVE PART

Q1. what is hedging?

Ans; Hedging language is also known as cautious language or vague language. In this context, a hedge (noun) is a cautious, vague, or evasive statement. Hedging words and phrases are the things we write and say in order to soften our words, to make them less direct, and to limit or qualify claims and statements we make

Q2. techniques of spelling learning?

Ans;

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

Q3. spelling in American and British English?

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

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

Q4. Demonstrating?

Ans; It is meant to make evident or establish by arguments or reasoning; prove. Since, as we have said, students need to be aware of writing conventions and genre constraints in specific types of writing, teachers have to be able to draw these features to their attention

Q5. Compare and contrast?

Ans; Comparison/contrast tasks expect writers to discuss or examine objects or domains of knowledge by identifying their characteristics/properties that make them similar or different. In general, the purpose of such assignments is to identify the specific points that make objects, events, or situations similar and/or different as well as explain one in terms of the other

Q6. what is electronic feedback?

Ans; If texts are submitted in electronic form, it is possible to provide feedback using the range of word processing functions. Here we will look at some of those available in the word-processing program, Microsoft Word, but other programs have similar features.

Track changes: by turning on the Track changes function in the Tools menu, any changes the teacher makes to the text are clearly indicated for the learner to see

Comment: by turning on the Comment function in the Insert menu, the teacher can add helpful suggestions for improving the text or can praise parts of the text.

Q.7 importance of criticisms for students?

Ans;

- Learning from a constructive criticism will help you improve on your working skills with a reduced probability of errors and increased efficiency.
- It enables the learners understand quickly and better.
- People who have mastered this skill are not easily demotivated by derogatory comments – they possess a strong will to succeed and a fighting spirit.

Q8. reading comprehension?

Ans; Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. Reading comprehension tests are supposed to measure reading comprehension. Other skills and knowledge, particularly skill in writing, should not get in the way of this measurement.

Q9. Five types of grammatical errors with examples.

Ans;

Error #1: Run-on Sentence or Comma Splice

Error #2: Pronoun Errors

Error #3: Mistakes in Apostrophe Usage

Error #4: Lack of Subject/Verb Agreement

Error #5: Misplaced Modifiers

Q10. What is cubbing?

Ans; Cubing is when the learners consider the topic from six angles:

- (1) describe it;
- (2) compare it;
- (3) associate it;
- (4) analyse it;
- (5) apply it;

Q11. Three types of verb error?

Ans; Types:

- Subject / Verb Agreement Errors
- Irregular Verbs and Conjunction Errors
- Compound Verbs and Parallelism Errors
- Hyphenated Verbs and Conjugation Oddities

Q.12 Name of 4 ways of scoring close test.

Ans;

1. exact replacement,
2. acceptable alternative,
3. clozentropy, and
4. multiple-choice.

Q.13 What is peer feedback?

Ans; In peer feedback learners read their incomplete work to each other to get comments and suggestions on how to improve and continue it. The learners can work in groups and read each other's compositions.

Q14. Difference between suffixes and prefixes?

Ans;

prefixes	suffixes
<p>Definition;</p> <p>A prefix is a group of letters added at the beginning of a word to change or qualify its meaning.</p>	<p>Definition:</p> <p>A suffix is a group of letters added at the end of a word to form a derivative, modify its grammatical category, or convey meaning.</p>
<p>Function;</p> <p>They often indicate negation, direction, time, placement, quantity, or status.</p>	<p>Function:</p> <p>They often indicate verb tense, noun or adjective form, or denote a specific action or condition.</p>
<p>Example;</p> <p>Re- (again): Rewrite Pre- (before): Preheat</p>	<p>Examples:</p> <p>- ful (full of): Beautiful -less (without): Endless</p>

Q.15 Endnote and marginal commentary?

Ans;

Endnote	Marginal commentary
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Encourage students to use endnotes for formal citations and references in their academic papers. Students can use endnotes to provide additional information, explanations, or further reading suggestions related to the content in their papers.

Promote the use of marginal commentary as a tool for active reading. Marginal commentary can serve as a basis for in-class discussions. Students can share their marginal notes with peers, fostering collaborative learning.

Q16. Write sentences into sequence?

Ans;

1;

Incorrect Sentence: She don't have any experience in academic writing.

Corrected Sentence: She doesn't have any experience in academic writing.

2.

Incorrect Sentence: The book, which is titled "The Lost City," it's about a group of friends who embarks on an adventure.

Corrected Sentence: The book, titled "The Lost City," is about a group of friends who embark on an adventure.

3.

Incorrect Sentence: The professor explained the concept good, but I'm still confused.

Corrected Sentence: The professor explained the concept well, but I'm still confused.

4.

Incorrect Sentence: The authors main point is not clearly stated in the introduction.

Corrected Sentence: The author's main point is not clearly stated in the introduction.

5.

Incorrect Sentence: There many students in the class who haven't finished they homework.

Corrected Sentence: There are many students in the class who haven't finished their homework.

Q17. Importance of spelling?

Ans; Here are several reasons why spelling is crucial in academic and professional writing:

- Accurate spelling ensures that your written communication is clear and easily understood by the reader.
- incorrect spelling can lead to confusion and misinterpretation of your intended message.
- Proper spelling contributes to the overall professionalism of your writing, reflecting a high level of attention to detail.
- Errors in spelling may create a negative impression and affect the credibility of the author.

where writing skills are emphasized, paying attention to spelling is not just a matter of correctness but also an integral part of effective and impactful communication. Students are encouraged to prioritize spelling accuracy as they develop their writing abilities in the course.

Q18. How praising is important in improvement of students?

Ans; Praising plays a crucial role in the improvement of students

Here are several ways in which praise contributes to student improvement:

- Positive feedback and praise serve as powerful motivators, encouraging students to strive for excellence in their academic endeavors, including writing assignments.
- Praise enhances students' confidence in their abilities.
- Praise contributes to the development of a growth mindset.
- A positive learning environment, cultivated through praise, fosters a sense of safety and support.
- The positive correlation between praise and academic performance is well-established.

Q19. aims of contrastive rhetoric?

Ans; Contrastive rhetoric is a field of study that examines the differences in rhetorical strategies and writing conventions across different languages and cultures. Here are some key aims of contrastive rhetoric

- Identifying Linguistic and Cultural Differences

- Assisting Second Language Learners
- Improving Writing Instruction
- Enhancing Cross-Cultural Communication
- Addressing Discourse Patterns
- Facilitating Academic Success

Q20. Why Pakistani find difficulty in English?

Ans; The challenges Pakistan faces in English language proficiency can be attributed to various factors, here are some reasons why individuals in Pakistan may encounter difficulties in English:

- Multilingual Society
- Socioeconomic Factors
- Limited Exposure to English
- Quality of English Language Education
- Cultural Differences
- Lack of Reading Culture
- Global Varieties of English
- Linguistic Interference

Addressing these challenges involves a comprehensive approach, including improvements in education quality, increased exposure to English, and a focus on fostering a positive learning environment and a focus on practical language use can contribute to overcoming difficulties in English language proficiency.

Q21. Sequence paragraph?

a sequence paragraph is a type of writing that presents information, ideas, or events in a chronological or step-by-step order. Each sentence or group of sentences in a sequence paragraph is connected to the one before and after it, creating a logical and coherent flow of information.

Key characteristics of a sequence paragraph include:

- Order and Chronology
- transitions
- Clarity.
- Purpose

Here's a brief example of a sequence paragraph:

Incorrect Paragraph:

"Pakistan has many languages, and English is spoken by people. Learning English can be hard due to different dialects."

Corrected and Sequenced Paragraph:

"Pakistan, with its diverse languages, includes English as a commonly spoken language. However, learning English becomes challenging due to the presence of various dialects, leading to linguistic variations."

Q22. Countable nouns?

Ans; Countable nouns are entities that can be counted as individual units. They have both singular and plural forms, and they can be preceded by numbers or quantifiers. Here are some examples of countable nouns:

Singular Countable Nouns:

1. Book: I have one book on my shelf.
2. Dog: There is a friendly dog in the park.

Plural Countable Nouns:

1. Books: I read many books over the summer.
2. Dogs: There are three dogs playing in the yard.

Countable nouns are essential in constructing sentences where you want to express a specific quantity of something.

Q23. Cause and effect?

Ans;

Cause	Effect
Def; The cause is the event or factor that	Def; The effect is the result or outcome

brings about a particular result or consequence. It's what makes something happen.	produced by a particular cause. It's what happens as a consequence of an event or action
<p>Example; Cause: Heavy snowfall Effect: School closures The heavy snowfall is the cause of school closures because the challenging weather conditions make it unsafe for students and staff to travel</p>	<p>Example; Cause: Lack of exercise Effect: Weight gain The lack of exercise is the cause, and the effect is weight gain</p>

Q.24 Grammatical description of hopes and ambition?

Ans;

	Hopes	Ambitions
Part of speech:	Noun	Noun
Definition:	Hope is a noun that refers to a positive feeling or expectation of a desirable outcome. It is the belief or desire that something good or favorable will happen in the future.	Ambition is a noun that signifies a strong desire and determination to achieve success, power, or a particular goal.
Example:	He shared his hopes with his friends	She discussed her ambitions with her mentor.

Q25. Use of Word bank? Write any 5

Ans:

- The word bank provided in the textbook proved invaluable for students learning technical terms in the field of linguistics.
- During the literature discussion, the class collectively built a word bank of motifs recurring in various Shakespearean plays.
- For the debate assignment, students were given a word bank of persuasive phrases to strengthen their arguments.
- The online platform included an interactive word bank feature, allowing students to explore literary terms with ease.
- During the presentation, the speaker referred to a word bank on the slides to define industry-specific jargon.
- As a tool for language learners, the English as a Second Language (ESL) program provided a word bank of common phrases for daily conversation.
- The cross-disciplinary nature of the course required students to create a word bank encompassing both literary and scientific terms.
- During the exam, students were allowed to use a subject-specific word bank, aiding them in recalling essential definitions.

Q26. Non academic writing?

Ans;

Non-academic writing refers to any form of writing that is not directly related to formal education, research, or scholarly work. This type of writing is often more informal, creative, or focused on personal expression rather than academic analysis. Examples of non-academic writing include blogs, creative fiction, personal essays, and various forms of communication in everyday life.

Q.27 Lesson planning for teachers and for students?

Ans

Lesson Planning for Teachers:

- Define clear and achievable learning objectives to guide the lesson.
- Plan how to present the content effectively, considering diverse teaching methods.
- Identify and gather necessary materials, resources, and multimedia aids.
- Organize the lesson in a logical sequence to enhance understanding and retention.
- Plan for differentiating instruction to meet the varied needs of students.
- - Allocate time wisely to cover all planned activities within the lesson period.

Lesson Planning for Students:

- Clearly understand the learning objectives for the lesson.
- Complete any assigned readings, tasks, or pre-work before the lesson.
- Actively engage in class discussions, activities, and group work.
- Utilize provided resources, such as textbooks or online materials, effectively.
- Feel free to ask questions or seek clarification when concepts are unclear.
- Complete any assigned homework or follow-up tasks related to the lesson.
- Manage time effectively during individual and group tasks within the lesson.

Both teacher and student lesson planning are essential for creating a conducive learning environment

Q28. justify the Importance of Praise for Improving Students ? or how praising is important in improvement of students?

Ans;

1. Motivation and Confidence:

- Praise serves as a powerful motivator, boosting students'.

2. Positive Learning Environment:

- A supportive and positive learning environment, cultivated through praise, fosters a sense of safety and encouragement.

3. Encourages Effort and Persistence:

- Recognizing students' efforts through praise encourages perseverance.

4. Enhances Self-Evaluation:

- Positive feedback prompts students to reflect on their own work.

5. Builds Teacher-Student Rapport:

- Regular praise strengthens the teacher-student relationship..

Q29. Revising?

Ans;

1. Clarifying Purpose:

- Understand the purpose of the written work, whether it's an essay, story, or analysis.

2. Reviewing Structure:

- Check the organization and structure of the writing to ensure a logical flow of ideas.

3. Editing for Clarity:

- Focus on clarity by revising sentences and paragraphs for precision and coherence.

4. Checking Consistency:

- Ensure consistency in terms of tone, style, and formatting throughout the writing.

5. Proofreading for Errors:

- Conduct a thorough proofread to catch any spelling, grammar, or typographical errors.

6. Final Polishing:

- Give the writing a final polish, paying attention to small details that contribute to overall quality.

Q30. noun mistakes with corrections? Any 5

1. Wrong: "The spaceship landed on the pancake."

Correct: "The airplane landed on the runway."

2. Wrong: "The giraffe enjoyed sipping coffee at the top of the mountain."

Correct: "The mountain goat grazed at the top of the hill."

3. Wrong: "I found a shark in my refrigerator."

Correct: "I found a fish in my refrigerator."

4. Wrong: "The elephant wore sunglasses in the jungle."

Correct: "The monkey swung from the trees in the jungle."

5. Wrong: "I rode a skateboard through the desert of ice cream."

Correct: "I rode a sled through the snowy desert."

6. Wrong: "My computer is a delicious apple."

Correct: "My computer is a sleek laptop."

7. Wrong: "I planted a book in my garden."

Correct: "I planted flowers in my garden."

8. Wrong: "I saw a penguin surfing on the pizza waves."

Correct: "I saw a seagull surfing on the ocean waves."

9. Wrong: "My alarm clock is a fluffy pillow."

Correct: "My alarm clock is a digital device."

10. Wrong: "I found a dinosaur in my backpack."

Correct: "I found a toy dinosaur in my backpack."

Q31. what is holistic assessment?

Ans; Holistic assessment refers to the process of using multiple sources to continually gather information on a child's development, to provide feedback to support and guide learning.

Q32. how can u improve reading skills?

Ans.

1) Set reading goals : Have each student set their own reading goals. This can help them take action in building reading skills and students will be more mindful of how they are improving.

2) Read in portions: long complex reading can be more digestible by breaking it up into pieces. Shorter segments will help students retain the information as the class discusses the materials. It can also help students build confidence in understanding a complex subject.

Q33. Two activities that can help in generating ideas at planning stage?

1) Brainstorming 2) Storyboarding

Q34. write 2 sentence use but among them?

1. The sun is hot, but the moon is cool.

2. I have a dog, but my neighbor has a cat.
3. I like ice-cream, but my brother prefer cake.
4. The cat is cute, but I doesn't like to be held.
5. I have red shirt, but my friend has a blue one.
6. I wanted to play outside, but it started raining.

Q35. ESL?

Ans; this term is normally used to describe students who are living in the target language community and who need English to function in that community on a day-to-day basis, Recent immigrants and refugees, for example, will have specific writing needs such as the ability to fill in a range of forms, or write particular kinds of letters (depending upon their exact needs and circumstances), alongside the need for general English development.

Q.36 ESP?

Ans; Many students study English for a particular (or specific) purpose. People who are going to work as nurses in Britain or the USA, for example, will study medical English. Those who are going to study at an English-medium university need to concentrate on English for Academic Purposes (EAP).

Q. 37 reliability of testing?

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

Q. 38 Validity of testing?

Ans; To make a valid test, you must be clear about what you are testing.

Q. 39 Practicality of testing?

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

Q40. Three tasks in a language classroom?

- i. experience tasks,
- ii. shared tasks,
- iii. guided tasks,
- iv. independent tasks.

Q41 .Process-oriented Writing pedagogies ?

Process-oriented writing pedagogies focused particular attention on procedures for solving problems, discovering ideas, expressing them in writing, and revising emergent texts—typically, in isolation from any cultural, educational, or sociopolitical contexts in which writing might take place

Q42. What is genre based approach by Reppen?

Reppen discusses the genre-based approach, which in recent years has received a lot of attention from researchers as well as practitioners. A genre-based approach provides students with ample opportunities to become aware of the different purpose of written communication and the different ways information is organized in written texts. Unless students are exposed to these different text types and are given sufficient practice in these types of writing their written products will leave much to be desired.

Q43. Editing instructions?

Editing involves going back over the writing and making changes to its organization, style, grammatical and lexical correctness, and appropriateness. Like all the other parts of the writing process, editing does not occur in a fixed place in the process. Writers can be periodically reviewing what they write, editing it, and then proceeding with the writing. Thus, editing is not restricted to occurring after all the writing has been completed

Q44. Difference b/w genre and register?

The genre is the linguistic context, and the register is the language variety which results from this linguistic context

Q45. Five sources of feedback for written work?

The feedback can come from the teacher, from peers, and from the learners themselves in selfassessment. The use of peer feedback can reduce the teacher's load but is also very valuable in helping writers develop a sense of audience

Q.46 experienced and independent 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.

Q. 47. 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.

Q48. characteristic of creative writing?

Creative writing is one area (like painting and composing) where the imagination has a chance to run free. The world is full of people who achieve great personal satisfaction in this way

Q49. Role of English in Pakistan?

Ans; Urdu is the national language of Pakistan and helps in uniting the general public linguistically in a country whose people speak different regional languages; in fact it functions as a kind of local Lingua Franca in Pakistan (Shamim, 2011). English is recognized as the second language. However, it is spoken by a very small percentage of the population in Pakistan.

Q.50 Exemplification?

Ans; Exemplification and illustration largely deals with expanding on theories/concepts/ ideas and providing reasonable amounts of detail to explain a type, class, or group of objects or events by presenting examples

Q51. Teaching Comparison and Contrast?

Ans; Comparison/contrast tasks expect writers to discuss or examine objects or domains of knowledge by identifying their characteristics/properties that make them similar or different.

Q.52 Types of Writing Tasks?

Ans;

- Exposition
- Cause-effect interpretation
- Classification
- Comparison/contrast
- Analysis
- Argumentation

Q53. Medium-Length Essays and Short Written Task?

Ans; Medium-length essays between 1 and 5 pages are required as in-class and out-of-class assignments in practically all disciplines with the exceptions of undergraduate courses in physics, mathematics, and engineering.

. Similarly, short written assignments of about 0.5 to 1.5 pages represent course components in approximately half of all undergraduate courses, including physics, math, and engineering, and 94% of English courses.

Q54. Peer Evaluation?

Ans; Peer evaluation involves learners receiving feedback on their writing from each other. It can be done in pairs or in a small group. Each learner brings the draft of a piece of writing, the others read it, and then give helpful comments

Q.55 Conferencing on a Portfolio?

Ans; Good conferencing is interactive. It should conclude with clear proposals for future improvement of the writing. Conferencing on a portfolio allows the opportunity to look at weaknesses and strengths which appear in several pieces of writing and thus deserve comment. It also allows the opportunity to see improvement across several pieces of writing.

Q.56 publication?

Ans; 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, 57 The Impact of CR in ESL Writing Instruction.?

Ans; Kaplan's ground-breaking article ignited considerable interest in CR, which has since generated an impressive body of empirical research. In characterizing the impact of Kaplan's work, Hinkel (2002) noted that CR research pursues the goal of descriptive accuracy that originates in pedagogical necessity. He specified that L2 students enrolled in U.S. colleges and universities are expected to produce academic texts that are congruent with Anglo-American rhetorical paradigms.

Q.58 WH-Question:?

Ans; Students generate who, why, what, where, when and how question about a topic. More such questions can be asked of answers to the first string of wh-questions, and so on. This can go on indefinitely

Q59. Group Brainstorming?

Ans; Group members spew out ideas about the topic. Spontaneity is important here. There is no right or wrong answers. Students may cover familiar ground first and then move off to more abstract or wild territories.

Q60. identification techniques?

Ans;

- Copying
- Dictation
- Writing from diagram

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