

Objective

Q. Which of the following skill neglect in Pakistani classroom

Reading **Writing** Listening **Speaking**

Q. Which punctuation mark is used at the end of a sentence and after the initials?

Comma **full stop** Semi colon Exclamatory mark

Q. ESL stands for (English as a Second Language)

Q. ESP stands for (English for Specific Purposes)

Q. What distinguishes the philosophy of religion from theology? (Philosophy) (Schoedinger, 2000, p. 225). It is an example of Comparison/contrast

Q. In what ways can a company maintain good relations with its union employees without being unfair to its nonunion employees? (Business) (Zikmund, Middlemist, & Middlemist, 1995, p. 421). It is an example of (Classification)

Q. Why is the Renaissance considered a departure from the Middle Ages and the beginning of modernity? It is an example of CAUSE AND EFFECT

Q. sandwich approach is

soft course Soft to hard Middle soft Strict course

Q. Dictogloss is useful for vocabulary acquisition too in very much the same way.

Q. Read each sentence to find out whether there is any grammatical error in it. The error, if any will be in one part of the sentence.

- We discussed about the problem so thoroughly**
- on the eve of the examination
- that I found it very easy to work it out.
- No error.

Q. A serious listener concentrates on:

the speakers physical appearance

2). the message

3). the speakers body language

4). other thoughts

Q. The main focus of writing skills of Pakistani school...(listing ,reading ,writing) {No Idea}

Q. Such task deal with discussion or explanation or relation among event or problem?(cause ,compare ,classification.....etc in main say ik option tha)

Q. Pakistani book of government school lack **PROPER PLANNING**

Q. What was the traditional relationship people and their ruler among the middle ages?(cause ,compare ,classification.....etc in main say ik option tha)

Q. The word jargon is **short text**

Q. The word empirical related to....(**theory** ,data...)

Q. Which is not in the punctuation

Hash tag✓ Colon Semi colon Full stop

Q. A gist of the message is ...

Summary✓ Résumé Paraphrase Story

Q. In Pakistani class class rooms lack of attention to

Reading writing✓ Listening speaking Writing listening Reading listening

Q. Demonstration is a....

All of the given options Writing convention Genre

Q. Newspaper, advertisement, Are the example of

Genre ✓ Register All of the given options

Q. Reformulation involves a

Speaker's rewriting **Native speaker's rewriting**

Non native speaker rewriting Rewriting

Q. Homophones are the

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Different letters

Same letters

Different sound

Same sound ✓

Q. conferencing is if it is b/w tchrs and

One on one to teacher **One on one to student** ✓

One on one to parents

One on one to peers

Q. In peer assessment the major problem of the learners they don't consider the valuable argues of their

Teacher

Senior ✓

Peer

Self

Q. Discrete tests have only ... things are tested

One

Two

Three

Four

Q. For email, you will choose sheet....

Excel file

Plane paper sheet.

core paper sheet

Q. the word Jargon is:

Specialized vocabulary special word of a language

all of given

Q. the article "the" is often used in

Anaphoric

exophoric

cataphoric

all of given

(03 Marks Questions)

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. situational syllabus and use in daily life

A situational syllabus is one in which the content of language teaching is a collection of real or imaginary situations in which language occurs or is used. A situation usually involves several participants who are engaged in some activity in a specific setting. Writing courses can be organized around situational

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transactions, such as applying for a job, complaining to a landlord, and writing letters to the newspaper, writing a business memo, or writing essays to pass a course.

Q. Difference between experience 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.

Q. what is hedging.3

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.

Q. name of different types of content for writing.3

There's a healthy controversy about what the content of writing classes should be, and teachers use any or all of the following: personal experience, social issues, cultural issues, literature, or the content of other subject areas.

Q. Three sentence on hopes and ambitions.3

suppose students have been working on the topic of 'hopes and ambitions', they can write three sentences about how they would like their lives to change in the future. If they are discussing education, they can write sentences about why exams are good thing or a bad thing. If they have been discussing anti-social behavior, the teacher can ask them to write three don't sentences (e.g. don't listen to loud music after eleven o' clock).

Q. benefits of creative writing for students.3

Creative writing tasks are nearer the 'invented purpose' end of our purpose cline, but they can still be very motivating since they provide opportunities for students to display their work - to show off, in other words, in a way that speaking often does not. The writing they produce can be pinned up on notice-boards, collected in class folders or magazines, or put up as a page on a class site on a school intranet or on the World Wide 'Web itself, Nor should we forget that this use of writing is one of the few occasions that students write for a wider audience; for once it may not just be the teacher who will read their work. Such an approach would even include, at some level, the putting together of a shopping list, But we are concerned here with tasks that provoke students to go beyond the everyday, and which ask them to spread their linguistic wings, take some chances, and use the language they are learning to express more personal or more complex thoughts and images. 'We can ask them to write stories or poems, to write journals, or to create dramatic scenarios.

Q. close test

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Every fifth word has been taken out of a reading passage that the learners have never seen before. The learners must fill in the missing words by guessing. They look at the words before and after the empty space to help them guess the missing words. The test measures how close the reader's thought is to the writer's thought.

Q. Positive feedback

Positive feedback on the content of learners' writing can do a lot to increase the amount of writing that learners do and to improve their attitude to writing. This feedback includes comments like the following. "The part about the fire was really interesting. Can you tell me more about that?" "You wrote that the end of the movie surprised you. What were you expecting?" Written feedback like this tells the writer that their work is being read, is understood, and interests the reader. Especially with younger learners, it is important not to discourage writing by always giving feedback that points out the errors in the writing. There should be a place in a writing course for feedback on errors but this kind of feedback needs to be very carefully balanced against the positive encouragement to write more, and these two kinds of feedback need to be separated.

Q. Importance of praise

Praise is one of the simplest and most powerful tools to engage and motivate your students. When used effectively, praise can turn around behavior challenges and improve students' attitudes about learning. Students who learn and think differently often receive negative feedback as a result of their struggles.

Q. structural type of a course design.3

Writing courses, particularly at beginning levels, can be organized around grammar and sentence patterns. A present tense paragraph one day, then a past tense paragraph, and so on. This was common in the 1960s, but is less so now. Structural courses nowa days are often organized by patterns of writing forms or genres: paragraphs with topic sentences, descriptions, analyses, and so on.

Q. Write benefits of reviewing

This is done to check what ideas have already been included in the writing, to keep the coherence and flow of the writing, to stimulate further ideas, and to look for errors. Poor writers do not review, or review only to look for errors.

Q. writing forms for learning

Structural courses nowadays are often organized by patterns of writing forms or genres:

- (1) paragraphs with topic sentence,
- (2) description,
- (3) analyses

Q. Morphemes

A meaningful morphological unit of a language that cannot be further divided (e.g. *in*, *come*, *-ing*, forming *incoming*).

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Q. Why is it necessary to personalize editing instruction

Students and teachers should focus on major patterns of error rather than attempt to correct every single error (Bates, Lane, & Lange, 1993). Because not all students will make the same errors, it is necessary and desirable to personalize editing instruction as much as possible.

Q. Group brainstorming

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.

Q. Three ways of reading assessment.3

Tests and quizzes, portfolios, performance assessments, teacher questions, reading inventories, and teacher observations are the ways of reading assessment.

Q. failure is part of life

Failure is probably one of the aspects in life most people are afraid of. But the truth is: everyone has failed and everyone will fail again. We sometimes forget that all successful people have failed, but they did not stop after their failures. ... So do not be afraid of failure, it is a part of your road to success.

Q. Writing conference

The writing conference is a one-on-one strategy that takes place between the student writer and the teacher. Conferring is perhaps the best opportunity for direct and immediate teaching of the complex processes and skills involved in writing. Individual conferences generally are short, about two to five minutes, and occur while the other students are involved in their own independent writing projects.

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. difference between immigrants and international students

We make a distinction between immigrant and international students in this discussion because immigrant students (some of whom may be the children of immigrants or immigrants themselves) may have permanent resident status. Meanwhile, international students usually enter English-speaking countries on student visas, complete their college or university studies, and subsequently return to their home countries.

Q. what is holistic assessment

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.

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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. how can u improve reading skills

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.

3) Let students guide their reading

Your students process reading material and curriculum in very different ways. As you implement reading activities to help your class learn complex materials, you will learn what works best for each student individually.

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. Three activities that can help in generating ideas at planning stage

- 1) Brainstorming
- 2) Storyboarding
- 3) Role playing

Q. 3 uses of but

We use but to link items which are the same grammatical type (coordinating conjunction). But is used to connect ideas that contrast. ... But means 'except' when it is used after words such as all, everything/nothing, everyone/no one, everybody/nobody.

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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. ESL

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. ESP

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). Business students will concentrate on the language of management and commerce, and so on,

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 constraints
4. It is relatively easy to administer
5. Its correct evaluation procedure is specific and time-efficient

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. Three tasks in a language classroom?

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

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Q. Engaging Writing.

An engaging writing task is one that involves students not just intellectually but emotionally as well; it amuses them, intrigues them, or makes them feel good. When students are 'switched on' by engaging tasks there is a good chance that some of their doubts about writing will disappear.

Q. Instant Writing.

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.

Because instant writing is not part of a long writing process, it can be used whenever the teacher feels it is appropriate. The tasks may each take only ten or fifteen minutes or be even shorter; but a regular diet of such tasks will boost students' confidence, if they are appropriate, since each time they will have something worthwhile and interesting to show for their efforts.

Q. What is analysis assignment?

Analysis of information or facts (in medium-length assignments) requires writers to separate a whole into elements or component parts and identify relationships among these parts. Other types of analysis assignments include applying theories or interpretive methods to the object of analysis or a particular school of thought, distinguishing facts from theories, evaluating the validity of stated or unstated assumptions and/or various types of relationships among events, identifying logical fallacies in arguments, or specifying the author's purpose, bias, or point of view. For example: TLFeBOOK

Q. 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. Faigley divided process writing proponents into two distinct categories: expressivists and cognitivists. Expressivists viewed composing as "a creative act in which the process—the discovery of the true self—is as important as the product".

Q. Reading logs

A log is a regular record of work done. When learners do extensive reading, they can keep a log noting the title, level, degree of enjoyment, and time taken to read for each graded reader or other book they read.

Q. Reformulation

Reformulation involves a native speaker rewriting a learner's piece of writing so that the learner can then compare their first attempt with the reformulation. This is a very time-consuming process which places a heavy burden on the native speaker. However, those who support this procedure speak very highly of it.

Q. Three examples of homophones

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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. Purpose of reinforcement writing

Reinforcement writing has always been used as a means of reinforcing language that has, been taught. In its simplest form, teachers often ask students to write sentences using recently learnt grammar. Suppose, for example, that intermediate students have recently been practicing the third conditional (If + had (not) done + would (not) have done), they might be given the following instruction: Write two sentences about things you wish had turned out differently, and two sentences about things you are pleased about.

Q. Conferencing on a portfolio

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. This improvement can be in the quantity written, the quality of the writing, and quality and range of the content. Conferencing is also used at different stages of a piece of writing so that the learner is helped to improve a particular piece of writing. Conferencing takes a lot of time but its focused one-to-one interaction brings many benefits.

Q. What is activity writing?

Writing can also, of course, be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out, or speaking. Teachers often ask students to write short dialogues which they will then act out. The dialogues are often most useful if planned to practice particular functional areas, such as inviting or suggesting.

Q. Explain cognitivist approach to teaching

Hallmarks of cognitivist approaches to teaching L1 and L2 writing as a process include invention and prewriting tasks, drafting of multiple versions of writing assignments, abundant text level revision, collaborative writing, feedback sessions, and the postponement of editing until the final stages of the composing cycle

Q. 3 benefits for writing conference as an activity for teacher.

One concerns the perception that writing conferences save teachers time and energy that would otherwise be spent marking student papers. Another is the immediacy and potential for interaction and negotiation that the conferencing event offers, allowing for on-the-spot clarification of difficult issues (Conrad & Goldstein, 1999) and helping teachers to avoid appropriating student texts (Brannon & Knoblauch, 1982; Sommers, 1982; Zamel, 1985). Finally, with the consideration given in recent years to students' learning styles (Reid, 1995b; see chapter 1), it is argued that writing conferences offer a more effective means for communicating with students who are auditory rather than visual learners.

Q. 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

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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.

Q. 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. Learners can be encouraged to edit through the feedback that they get from their classmates, teacher and other readers. Such feedback is useful if it occurs several times during the writing process and is expressed in ways that the writer finds acceptable and easy to act on. Feedback that focuses only on grammatical errors will not help with editing of content. Teachers need to look at their feedback to make sure it is covering the range of possibilities. Using a marking sheet divided into several categories is one way of doing this.

Q. Source of feedback

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. The use of self-assessment encourages metacognitive awareness of the writing process and the qualities of good writing.

Q. What is structural type of code design?

Structural, writing courses, particularly at beginning levels, can be organized around grammar and sentence patterns. A present tense paragraph one day, then a past tense paragraph, and so on. This was common in the 1960s, but is less so now. Structural courses nowadays are often organized by patterns of writing forms or genres: paragraphs with topic sentences, descriptions, analyses, and so on.

Q. 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. Register is regarded as appropriate to use in a particular speech situation. It is usually associated with a particular speech situation.

(05 Marks) Questions (05 Marks) Questions

Q. characteristics of curriculum in Pakistani government schools

- Totality of Activities
- A mean to an end
- Mirror of curricular and co-curricular activities / trends

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- Development of balanced personality
- Dynamic
- Achievements of goals

Overall, the curriculum appears to cater to the future academic and professional needs of the Learners. First of all, it focuses on all aspects of language – structure, phonology, lexis, Discourse and the four skills. Moreover, it suggests the use of a variety of activities and texts and introduces the concept of purposeful reading and writing. It also deals with the functional aspect of oral interaction and aims to provide practice in oral activities which the students may be required to undertake beyond the classrooms, like interviews and presentations.

Q. how to compare the errors native and nonnative students?

Syntactic and Lexical Errors among Native and Nonnative Students

When thinking about the importance of accuracy in the academic writing of NNS students, many ESL and EAP teachers believe that syntactic and lexical errors in L2 texts are not particularly damaging because NS writers also make numerous mistakes in their texts. However, several studies have found that faculty in the disciplines have a far more critical view of ESL errors than those of NSs (Santos, 1988; Vann et al., 1984, 1991). Although the indications of error gravity vary across disciplines and even vary according to the age of faculty, the conclusions in all investigations largely remain similar: ESL errors in students' texts are costly in terms of grades and overall evaluations of work quality.

Q. Five stages of Seow in the process approach to teaching writing

Planning, drafting, revising, and editing, responding, evaluating and post writing

Q. five types of writhing

- a note or formal letter
- a formal letter
- résumé, summary, paraphrase
- narrative
- description

Q. Discrepancies of teaching reading and writing skills in Pakistani schools

Though it claims to handle oral skills, the exclusive use of mechanical pronunciation and dictation tasks cannot foster these skills [see section 4.9.2 above]. The grammar content is limited to basic definitions and simple exercises dealing with nouns, simple present tense, adjectives, adverbs, articles, pronouns and sentence types. Importantly, the skills are practiced in isolation and there is no focus on integration.

The functional aspect of language is completely ignored. The pronunciation tasks focus on isolated words only. The new vocabulary is mainly introduced through the reading texts.

Their Urdu meanings are provided at the back of the book. The vocabulary development activities are of two types – making sentences with the unfamiliar lexis and completing gapped passages/ sentences

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exactly reproduced from the text. The second task type is especially ineffective since the exact words can easily be copied from the provided texts, even if the learners do not understand their meaning or usage

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. writing is considered to be nucleus of language learning elaborate it

Writing is not a skill which can be learned in isolation. In the apprentice stage of writing, what the student must learn, apart from the peculiar difficulties of spelling or script, is a counterpart of what has to be learnt for the mastery of listening comprehension, speaking and reading—a nucleus of linguistic knowledge. The activity of writing helps to consolidate the knowledge for use in other areas, since it gives the student practice in manipulating structures and selecting and combining lexical elements.

Written questions based on a reading passage encourage the student to read the text more attentively and discover areas which were misinterpreted on the first reading. Only by hearing and reading a great deal of the language as it is spoken and written by native speakers can language learners acquire that feeling for the appropriate use of language forms and combinations, which is basic to expressive writing.

Q. 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. The use of self-assessment encourages metacognitive awareness of the writing process and the qualities of good writing.

Q. Elaborate 'dicto-comp' within five lines

When doing a reproduction exercise the learners read or listen to a story and then they retell it without looking at the original. This type of composition is easier if the learners are allowed to read or listen to the story several times, before they write it. The teacher can tell the learners to try to write the story so that it is very similar to the original, or to add extra details and make changes if they wish. The same technique can be used with spoken instead of written input. The teacher reads a story to the class. After they have listened to the story, they must write it from their memory. If the teacher wants to give the learners a lot of help, the teacher reads the story several times, but not so many times that the learners can copy it exactly. As the learners cannot remember all the words of the story, they have to make up parts of it themselves. This gives them practice in composition. This exercise is sometimes called a dicto-comp

Q. prefix and suffix with two examples each

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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. Paul sitting at home sequence sa write krna tha

OR Q. Write paragraph in sequence...

But then the phone rang, and it was friend Sarah asking if he wanted to go and see a movie. He agreed immediately, and was out of the door in almost no time at all. He didn't have any ideas. Paul was sitting at home, wondering 'what to do.

Proper Sequence:

Paul was sitting at home, wondering what to do. He didn't have any ideas. But then the phone rang, and it was his friend Sarah asking if he wanted to go and see a movie, He agreed immediately, and was out of the door in almost no time at all.

Q. What is peer feedback.5

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. They make suggestions for revising before the teacher marks the compositions (Dixon, 1986). Learners can be trained to give helpful comments and can work from a checklist or a list of questions (Pica, 1986).

Q. What is blackboard composition and how it implemented in the class.5

To make a blackboard composition the whole class works together. The teacher or the learners suggest a subject and a rough plan for the composition. Members of the class raise their hands and suggest a sentence to put in the composition. If the sentence is correct it is written on the blackboard. If it is not correct, the class and the teacher correct it and then it is written on the board. In this way the composition is built up from the learners' suggestions and the learners' and the teacher's corrections. When the whole composition is finished, the learners read it and then it is rubbed off the blackboard. The learners do not copy it in their books before this. Then the learners must rewrite it from memory. This last part can be done as homework (Radford, 1969). The teacher has only to prepare a subject. Marking is easy as the learners usually make very few mistakes when rewriting.

Q. Purpose of reading Assessment

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Goals of assessment	Purposes	Ways of assessing
Motivate	Encourage learning	Reading logs Book reports Comprehension tests Speed reading graphs
Measure achievement	Monitor progress Guide teaching Provide feedback to the learner Award a grade	Comprehension tests Speed reading graphs
Diagnose problems	Isolate reading difficulties Provide focused help	Reading aloud Vocabulary tests Receptive grammar tests Translation Speed reading tests
Measure proficiency	Award a grade See if standards are achieved	Comprehension tests Cloze tests Speed reading tests

Q. Name of 4 ways of scoring close test.

Brown (1980) tested four ways of scoring the cloze test

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

Q. Explain exemplification task with with example.

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. These assignments largely rely on general-to-specific discourse organization flow. For example,

1. Give at least two examples of what children can learn from playing peek-a-boo. (Psychology) (Epstein, 1999, p. 258)
2. What is a simple idea, according to Locke? Give examples. (Philosophy) (Adapted from Schoedinger, 2000, p. 351)

Q. what is a functional syllabus?

Writing courses can be organized around rhetorical activities: describing, telling story, writing autobiography, comparing and contrasting, classifying, defining, explaining, arguing, persuading, or supporting a thesis with examples, illustrations, and other evidence.

Q. Three types of verb error.

Types: omission, addition, misformation and ordering.

- Subject / Verb Agreement Errors

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

Q. What is cubing? (5 lines)

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;
- (6) argue for and against it.

They note the ideas that each of these points of view suggest and decide which ones they will use in their writing.

Q. Five types of grammatical errors with examples.

Error #1: Run-on Sentence or Comma Splice

- Incorrect: Rachel is very smart, she began reading when she was three years old.
- Correct: Rachel is very smart. She began reading when she was three years old

Error #2: Pronoun Errors

- Incorrect: Everybody must bring their own lunch.
- Correct: Everybody must bring his or her own lunch.

Error #3: Mistakes in Apostrophe Usage

- Incorrect: My mothers cabin is next to his' cabin.
- Correct: My mother's cabin is next to his cabin.

Error #4: Lack of Subject/Verb Agreement

- Incorrect: These recipes is good for beginning chefs.
- Correct: These recipes are good for beginning chefs.

Error #5: Misplaced Modifiers

- Incorrect: At eight years old, my father gave me a pony for Christmas.
- Correct: My father gave me, at eight years old, a pony for Christmas

Q. looping

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Looping is when each learner writes as quickly as possible on the topic for 4 or 5 minutes. Then they stop, read what they have written, think about it and write one sentence summarizing it. Then they repeat the procedure once more.

Q. reading comprehension

Simply put, reading comprehension is the act of understanding what you are reading. The act is not simple to teach, learn or practice. 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. If they do, the validity of the test is affected. It is no longer a true measure of reading comprehension. For this reason, learners should not be penalized for poor written production as long as what they write can be understood.

Q. Coherent and cohesion difference

Cohesion:

When we write text we have a number of linguistic techniques at our disposal to make sure that our prose 'sticks together'. We can, for example, use lexical repetition and/or 'chains' of words within the same lexical set through a text to have this effect. The topic of the text is reinforced by the use of the same word more than once or by the inclusion of related words (e.g. water, waves, sea, tide). We can use various grammatical devices to help the reader understand what is being referred to at all times, even when words are left out or pronouns are substituted for nouns.

Coherence:

The cohesive devices we have discussed help to bind elements of a text together so that we know what is being referred to and how the phrases and sentences relate to each other. But it is perfectly possible to construct a text which, although it is rich in such devices, makes little sense because it is not coherent.

Q. 5 nouns with correction {Googled the answer}

Incorrect: I would like to buy some furnitures.
Correct: I would like to buy some furniture.

Incorrect: Have you got any informations?
Correct: Have you got any information?

Incorrect: Have you packed your luggages?
Correct: Have you packed your luggage?

Incorrect: Is there any breads?
Correct: Is there any bread? OR Are there any loaves?

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Explanation: Nouns like scenery, furniture, news, information, luggage and bread are always used in the singular. They do not have a plural form.

Incorrect: He told these news to me.
Correct: He told me this news.

Q. Traditional and nontraditional students

Traditional students (both NS and NNS) are sometimes described as such if they have experienced few if any interruptions in their progress from secondary school to (and through) postsecondary education. That is, traditional students are those who upon completion of secondary school proceed directly to a community college, four-year college, or research university, and from there, perhaps to a graduate or professional program. Because of this rapid progress from a secondary to a postsecondary institution, traditional students usually are young adults in their late teens or early twenties when they begin their postsecondary education.

Nontraditional or "returning" students, on the other hand, may have experienced one or more interruptions along their educational pathways. These interruptions can include substantial periods of full-time employment (and sometimes the pursuit of a new career), as well as considerable time devoted to caring for children, elderly family members, or both. These students, whose numbers are increasing rapidly in many educational institutions, thus represent a variety of age groups (Peterson, 1995; Stewart, 1993). Moreover, many nontraditional students reinitiate their formal studies while working and may likewise have personal, financial, and family commitments to fulfill.

Q. importance of criticisms for students..

- 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.
- The right kind of criticism can give you an advantage.
- It forces you to think about how you work
- Increases insight and perspective
- Creates bonds

Q. point about student view teachers feedback

1. Students greatly appreciate and value teacher feedback, considering teacher commentary extremely important and helpful to their writing development
2. Students see value in teacher feedback On a Variety of issues, not just language errors,
3. Students are frustrated by teacher feedback when it" is illegible, cryptic (e.g., consisting of symbols, circles, single-word questions, comments), or confusing (e.g., consisting of questions that are unclear, suggestions that are difficult to incorporate into emergent drafts).
4. Students value a mix of encouragement and constructive criticism and are generally not offended or hurt by thoughtful suggestions for improvement.

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Q. Characteristics of English curriculum in Pakistani government schools

Overall, the curriculum appears to cater to the future academic and professional needs of the learners. First of all, it focuses on all aspects of language – structure, phonology, lexis, discourse and the four skills. Moreover, it suggests the use of a variety of activities and texts and introduces the concept of purposeful reading and writing. It also deals with the functional aspect of oral interaction and aims to provide practice in oral activities which the students may be required to undertake beyond the classrooms, like interviews and presentations.

Q. Discrepancies of Teaching Reading and Writing Skill in Pakistani Schools

Though it claims to handle oral skills, the exclusive use of mechanical pronunciation and dictation tasks cannot foster these skills [see section 4.9.2 above]. The grammar content is limited to basic definitions and simple exercises dealing with nouns, simple present tense, adjectives, adverbs, articles, pronouns and sentence types. Importantly, the skills are practiced in isolation and there is no focus on integration.

The functional aspect of language is completely ignored. The pronunciation tasks focus on isolated words only. The new vocabulary is mainly introduced through the reading texts.

Their Urdu meanings are provided at the back of the book. The vocabulary development activities are of two types – making sentences with the unfamiliar lexis and completing gapped passages/ sentences exactly reproduced from the text. The second task type is especially ineffective since the exact words can easily be copied from the provided texts, even if the learners do not understand their meaning or usage.

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. Teaching Cause and Effect

Cause-effect interpretation tasks deal with establishing causal relationships and are based on causal reasoning. Most assignments of this type include a discussion or an explanation of a cause-effect relationship among events or problems, identification of causes or effects, and a presentation of problem solutions in the case of problem-solution tasks. Examples of cause-effect interpretation assignments can be:

- Pabst Blue Ribbon was a major beer company when I was in college. However, recently it has lost market share, and now you hardly even hear about it. What happened at Pabst and why? (Business) (Adapted from Bean, 1996)
- Why does culture arise in the first place? Why is culture a necessary part of all organized life? (Sociology) (Charon, 1999, p. 105)
- Why is the Renaissance considered a departure from the Middle Ages and the beginning of modernity? (History) (Perry et al., 2000, p. 322)

He face sun burned __ {may be}

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Sunburns are caused by exposure to too much ultraviolet (UV) light. UV radiation is a wavelength of sunlight in a range too short for the human eye to see. ... Exposure to both types of radiation is associated with developing skin cancer. Sunlamps and tanning beds also produce UV light and can cause sunburn

Hina reached late office ___ write cause and effect(3sentnce thy asy) {may be}

Causes that work well include having an appointment, a sick child, a school delay, car trouble, mass transit delays, a family emergency or illness, house problems, or waiting for a service person for repairs.

Q. Lesson Objectives

1. The objectives must be clear to students. They ALL must know WHAT they are learning and WHY they are doing it. They also need to see the point of the objectives in the bigger picture; that is, how they relate to the last lesson's learning, the course they are following and the big overall goal. This means that you can't simply write the objectives on the board and hope that the students copy them down. It implies that you have fully explained them in context; the students have engaged with them and can explain them to any observer.
2. The objectives and outcomes must be differentiated for the individual student. All the learners should be able to see where they are and what they need to do to get to the next level. This should link into subject standards and progression where possible. It is crucial to have high expectations of what can be achieved and engage the students with that belief.
3. SUCCESS CRITERIA for achieving the outcomes need to be negotiated with the students for optimum engagement to enable them to be clear about what it will look like and feel like and sound like when they have made that progress. Lesson objectives describe the observable behaviors that students will demonstrate at the end of a class period or unit.

Q. 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. In their book Process Writing, the authors Ron White and Valerie Arndt describe an approach that 'views all writing — even the most mundane and routine ~ as creative'. Such an approach would even include, at some level, the putting together of a shopping list, But we are concerned here with tasks that provoke students to go beyond the everyday, and which ask them to spread their linguistic wings, take some chances, and use the language they are learning to express more personal or more complex thoughts and images.

Q. what is electronic feedback?

If texts are submitted in electronic form, it is possible to provide feedback using the range of wordprocessing 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. Additions are highlighted, and deletions are indicated. The learner can decide to accept or reject these changes and continue to improve the text.

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- **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. write noun error sentences 5

Type 1: Nouns

- *Noun endings*

I need to buy some *book*.

I gained a lot of *knowledges* in high school.

- *Articles*

I need to buy \wedge *book*.

A good *jobs* is hard to find.

Q. Compare and contrast

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. Examples of these assignments can be:

1. Compare and contrast medieval universities with universities today (History) (Perry et al., 2000, p. 278)
2. What distinguishes the philosophy of religion from theology? (Philosophy) (Schoedinger, 2000, p. 225)
3. Compare the reaction of Olaudah Equino on first encountering Europeans with that of the Spaniards encountering Aztecs. (History) (Perry, Peden, & VonLaue, 1999, p. 351)

Q. Demonstrating:

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. In whatever way students are made aware of layout issues or the language used to perform certain written functions, for example, the important issue is that they are made aware of these things - that these things are drawn to their attention.

Q. Writing as a ideological

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Articles by Santos (1992), McKay (1993), Severino (1993), and Benesch (1993) have discussed the role of ideology in teaching writing. Terry Santos tells us that ESL composition “see[s] itself pragmatically” and so “avoid[s] ideology” (1992, p. 80). And some teachers insist that their teaching is not associated with ideology in any way. Those in my graduate course have said emphatically, “In my classroom I teach English and there’s no ideology in that.” But Sarah Benesch points out that “all forms of ESL instruction are ideological, whether or not educators are conscious of the political implications of their instructional choices” (1993, p. 705). She illustrates this with an analysis of English for academic purposes (EAP). She points out that in its attempts “to adapt students to the status quo” (p. 714) by presenting the demands of literacy as “positive artifacts of a normative academic culture” (p. 710), EAP turns toward “an accommodationist ideology” (p. 714), which prepares students to be assimilated into systems that instructors never question and that their students never examine critically. She claims, then, that all writing is ideological.

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

Q. experienced and independent task....3

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.

Q. types of writing.....5

- 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.

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- 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.

2: 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. techniques of spelling learning

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