

## EDU-516 TEACHING OF ENGLISH MID TERM

1. There are \_\_\_basic skills required to learn a language.  
Three  
**Four**  
Two  
Five
2. Fill in the blanks exercise helps develop the skill for looking for \_\_\_\_  
Spellings  
Pronouns  
**Vocabulary**  
Verbs
3. Speaking is a product of \_\_\_\_  
**Listening**  
Writing  
Reading  
None of the above
4. A \_\_\_\_\_is a collection of sentences and paragraphs.  
**Essay**  
Story  
Novel  
Drama
5. Advices and requests usually require \_\_\_\_\_language.  
Harsh  
**Polite**  
Flattering  
Pleasing
6. It is better to use \_\_\_\_\_sentences while doing the listening skill development exercise.  
Long  
Complicated  
**Short**

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Complex

7. Gap filling exercises are traditionally called \_\_\_\_\_

**Fill in the blanks**

Fill out the blanks

Fill in the spaces

Fill in the missing words

8. In \_\_\_\_\_ skills, the focus is on intonation and pronunciation.

Reading

Writing

Speaking

**Listening**

9. In order to do good writing, it is important to do good \_\_\_\_\_

Speaking

Listening

**Reading**

Listening and writing

10. In story without an ending, the teacher doesn't provide the \_\_\_\_\_

**Last paragraph**

First paragraph

Middle paragraph

None of the above

11. The assessment criteria should be \_\_\_\_\_

Consistent

**Fair**

Relevant

Authentic

12. The teacher can also give students a first sentence of the story to get them started for \_\_\_\_\_

**Predict and tell**

Report writing

Feature writing

Story without an ending

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13. Predict and tell boosts \_\_\_\_\_

Imagination

Vocabulary

Creativity

**All of the above**

14. \_\_\_\_\_ is like hunting for words.

**Vocabulary**

Listening

Comprehension

Speaking

15. Words in spoken English may not be used in \_\_\_\_\_

Informal

Story

Essay

**Formal**

16. While doing the reading activity students need to know what the \_\_\_\_\_ is.

**Comprehensive text**

Beginning text

Ending text

Moral

17. Students develop concepts and concentrate on the language while doing \_\_\_\_\_

Loud reading

**Silent reading**

Scanning

Skimming

18. \_\_\_\_\_ have advantage of replying instantly.

**Emails**

Letters

Cards

Faxes

19. The students must focus on the \_\_\_\_\_ of writing during close reading.

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Elements

**Features**

Aspects

Length

20. Diary writing is another form of \_\_\_\_\_ writing.

**Reflective**

Narrative

Diary

Journal

21. Opinion of both or more parties should be included in the \_\_\_\_\_ writing.

**Dialogue**

Narrative

Story

Formal

22. Phrases like 'Good morning' and 'good day' can be used in \_\_\_\_\_

Formal writing

Informal writing

**Both formal and informal**

None of the above

23. \_\_\_\_\_ writing has different definitions in different regions in the world.

**Formal**

Informal

Report

Essay

24. Writing in an official context is an example of \_\_\_\_\_

Essay

Email

**Formal**

Story

25. When \_\_\_\_\_ takes place, everything comes in a detailed form.

Silent reading

Loud reading

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Skimming

**Scanning**

26. Linked text makes \_\_\_\_\_

Clear writing

Valid writing

Authentic writing

**All of these**

27. In a \_\_\_\_\_ text, a lot of dialogues are used.

Descriptive

**Argumentative**

Elaborate

Interesting

28. Narrative writing is like \_\_\_\_\_

**Telling a story**

Formal writing

Predict and tell

Speech

*My Today's paper!*

*Edu-516 Teaching of English*

*Total Questions 18*

*Total MCQs=10*

*Total subjective Questions =8*

*1: what do you know about argumentative text?*

It is similar to debates, but debates are oral and argumentative is a written form of debates. It is usually an argument between two people. There is a point taken with two sides on a coin while both sides are trying to prove a point. There is a sequence in the dialogues from both sides. One point is being discussed and then there is a counter argument. Both sides of the argument are to be taken into consideration. Opinion of both or more parties should be included in the dialogue writing. Punctuation is very important in the conversation to make the dialogues clear. Without punctuation the arguments won't be shown like a dialogue. Some words which are used in spoken language can be used in argumentative writing as well for e.g; "In my opinion", "I think"... Such phrases will make the argument evident. Polite phrases can be used according to the scenario for eg; "thank you for your opinion but..."

*2:how can you create favorable classroom environment for developing speaking skills?*

*3:what is the importance of pair work in speaking skills?*

**Topic 52: Speaking Skills - Pair Work**

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It plays an important role in developing speaking skills. Students often feel shy speaking to a higher authority. If this activity is done in pairs, where they speak to their partners and the teacher can supervise where they lack. She can note down their mistakes and give them collective feedback so as not to be embarrassing the students. This way they would not become conscious. Personal feedback can be given at a later level. In the beginning teachers should always give collective feedback without taking names. Otherwise, it would become very demotivating for the students. Teacher should explain her point and then she can observe their progress. Teachers should develop a structure of giving feedback when supervising pair work. It is also important to give positive feedback and praise where due. This would make the feedback authentic that the teacher was not only pointing mistakes but also appreciating the effort.

**4:How do the language game plays a role to learn a language?**

**5:which different activities used for match the word?**

**6:what is the present perfect tense ? state example?**

**7:how can you famliriazze the students difficult words on the tapeaudio? And how can maintain feasible environemt?**

**Paper 1:**

**Types of text :**

- (1) Narrative
- (2) Argumentative
- (3) Dialogue
- (4) Exposition
- (5) Report
- (6) Discussion

**Types of writing**

- (1) Formal writing
- (2) Informal writing

**How wil u teach application profile**

**Conditionals**

**Formal Informative Writing - Profile Writing**

An important part of an application is profile writing. It means people want to know you, a picture of what you are, how have you achieved your aims, what are your hobbies. Where details are required, few words will not be enough. Students need to give a good idea to the reviewer of their application. Students should not just write "cricket" in the hobbies section. They should explain at which level, with whom, who inspired them etc. It will give a lot of detail about a person's personality and character. Use different paragraphs for different topics in a subjective answer. Writing about your family, education, skills, hobbies, and talents is a good way to fill up your profile picture.

**paper 2:**

**1:pragmatism**

**2:know me**

**3: informal teaching method is more proper than formal**

**4:how teacher guide students to write short story?**

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## **Topic 89: Outline of a Short Story**

It is also included in the literature course. It is usually interesting to read as it is short. Students can be encouraged to write short stories themselves. Teachers can give either ending or beginning to give students an outline. Along with outline, she can also give a sentence, or the whole story can be written in a gap filling exercise. Students can imagine and write what they think happened. Teacher can provide resources to help students. She can integrate multi media resources as well. The visual learners would be very happy to see pictures and words in order to write a story. Teacher can tell the beginning orally as well. Students can then continue after that. She can then carry on with the story. The teacher can then develop the rest of the story on that idea. Teaching of English (EDU516) VU 35

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## **Topic 90: Short Story - Scene and Situation**

Scene and situation is developed according to the basic theme of the short story. Is the situation of war, poverty, and peace etc, all these things have to be discussed at length by the teacher before students write the short story? This way students will have a context and a schema in their mind. Otherwise it will be a time-wasting activity. Understanding of the background and culture is important; e.g. students should have knowledge of a village if the story demands so. It is not expected of a student to write a short story without having words to write that, therefore teacher has to specify whether the short story has to be dramatic, real life incident, heroic act, series of events etc. Short stories in the newspaper have a series of events. Teacher has to determine this according to the level of the students.

### *5:reflection writing.*

## **Topic 39: Informal Writing - Reflective writing**

It can be both under formal and informal writing. It depends on the organization and culture. It is something that we write reflecting back on what we have done in order to keep a record for further references. It is usually demanded by an institution and then it is a formal writing. It might be published somewhere and read by many people. Any kind of academic writing is formal. A prospectus is a good example of formal reflective writing. You can write your own reflective writing as well, as in the case of a personal diary where you can jot down your own reflections for improving yourself. This may be only bullet points or like spoken language for only the writer to read.

### *6:salutation*

## **Topic 37: Formal Writing - Salutations**

These are phrases like „Dear Father“ or „Dear Friend“ etc. Sometimes we use different salutations for respectful relations. For informal writing, we can just use hi, hello. Phrases like „Good morning“ and „Good day“ can be used in both formal and informal writing. Some salutations are fixed for particular persons like for a legal officer, political leader, and royal family member. In that case „Your Highness“, „Most Respected“ would be used when the position of that person is limited in number. These can be used for a mayor, governor, judge and sometimes teacher.

### *7:netiquette ?*

## **Topic 69: Speaking Skills -Netiquette – IT Language**

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The etiquette to use language online, the net language also has some manners. Students are usually speaking that language too. Casual and informal language can be used but there should be restrictions on its use. Since the words are spread to a lot of people, some words should be censored. Some words are not accepted in the society members like senior citizens or children.

*8:match the words*

## **Topic 86: Match the Words**

These exercises are useful and they build up vocabulary and understanding. It is started by matching pictures with words. This way they can learn names of things, even in the classroom.

In secondary school, the teacher can provide two words which are similar in meaning put sequence is jumbled up; column A has to be matched with column B. There can be collocations to match the words. This is a useful exercise to enable students to look for another similar word. Students can also think of a third word and write that down side by side. This way they are going to enhance their vocabulary. Teachers should accept those words and not consider them wrong. This is done while reading as well. Students can underline words which are similar in meaning.

## **Mid term paper fall 2015**

### **Paper 3:**

**Total Question 17**

**MCQs 10**

**Subjective Question 7**

**1.**

**How teacher can help student in grammar and vocabulary during a creative writing?**

## **Topic 25: Writing Skills - Creative Writing Skills**

Writing should encourage creativity. Skill of creating must be instilled in children of all social backgrounds. Teachers need to teach grammar and spellings yet polish the imagination of students. Students should be taught to note down creative ideas whenever they come to their mind. This habit can be developed by carrying a notebook with them. The more we practice creativity the more it is generated. Imagination must be extracted from the mind and used on paper. The mind can think of a possibility of something extraordinary which should be transferred to paper.

## **Topic 26: Writing Skills - Grammar and Vocabulary**

These are important tools for creative writing. Sometimes, students are creative in their thinking but not in writing. Here is where the teacher needs to help them with grammar of sentences to remove the barrier to creative writing. Students should not be discouraged if there are grammar mistakes. Build confidence in students to enhance their creative writing skills. Vocabulary is like hunting for words. Teachers can display words on the walls of classroom to reduce students struggle for the right words. Although reading is a great way to increase vocabulary but words close in meaning to the idea in mind should be easily available. Lesser vocabulary would discourage the student to write creatively. **3 marks**

**2.**

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**What strategy would you use to teach future tense to your students?**

## **Topic 96: Grammar Use - Future Tense**

It is about what is going to happen in future. The action is a planning or a wish. Future consists of a subject, the future form of the verb and the object. For example, I will eat an apple tomorrow. The use of will and shall with the verb is very important. Later, tomorrow, afterwards are words that specify that the action will be done in future. The teacher can add the extensions of the future tenses according to the need of the future tense. Students can add phrases of their own choice as well.

3.

**what are Gap filling exercise how are they useful ?**

## **Topic 85: Exercises**

These exercises are to develop the reading, writing skills and how an essay is to be read. This exercise can be useful for all levels. Gap filling exercises, traditionally called fill in the blanks, enable students to form meaningful sentences. They also develop the skill for looking for vocabulary. Instead of students looking for words and wasting time, teacher should provide them with the list of words. In order to achieve the aim, she should facilitate the students with word bank. Teacher can mention how many words are required in the gap, by mentioning the number in the bracket at the end of the sentence. She can also fill the first one to help the students. In primary school, teacher should supervise the students in this exercise. **5 marks**

4.

**what are the advantages of favorable class environment for speaking class?**

## **Topic 48: Speaking Skills - Favorable Classroom Environment**

The environment must be natural, not artificial where people are mocking at each other and looking down upon the speaker. Even if students are making mistakes there must be no shame in that. Mistakes are supposed to help us improve. The atmosphere should not be of shame and guilt. Hence the environment must be friendly and accepting errors of others as English is a second language. This way students will not feel hesitation to speak up. The teacher should encourage students to speak in English only. She herself should avoid the mother tongue. This would make the classroom more favorable. She can put words on the board or walls or charts to help students use them in sentences. Teacher should understand the problems of grammar, pronunciation and punctuation and help them accordingly. The teacher should have encouraging body language and gestures like a warm smile. She should herself use the language she expects her students to use. **3 marks**

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5

.What is present simple give two example?

## Topic 91: Grammar Use - Present Simple

Students must be aware of proper grammar use in writing. While reading, students should identify grammar usage. Tenses are the most important feature of grammar. Present simple is the first tense students learn. The best way to learn it is with examples like I eat, I go, I run, I laugh. What is happening at present is being described in present simple tense. An action verb and a subject is what make a present simple tense. A subject can be a noun or a pronoun. An object may be added. E.g., I eat an apple. This transition should be very gradual. Use of article has to be introduced gradually as well **2 marks**

6.

Which language game can be based on descriptions? **5 marks.**

7

.What are different types of text name any two types of text ? **2 marks**

**Eng516 midterm paper 4**

**29 Dec 2015**

**10 mcqs**

**7 questions**

1-

what are benefits for students to know about the difference between formal and informal writing? where these writings can be used?

### Formal Writing

Formal writing has different definitions in different regions in the world. Academic writing like assignments and essays is mostly considered formal. Words in spoken English may not be used in formal writing. There is a proper format for formal writing. There is a beginning, title and ending with a formal greeting. Writing in an official context is an example of formal writing. Personal communication is usually informal writing. Formal writing should be presentable.

### Topic 29: Developing Writing Skills

#### Informal Writing

This is an opposite of formal writing. It can be included in the course of primary school children to make them understand the difference. Emails are usually written informally, without a title/name. But they can be formal as well, it depends on the receiver. If he or she is in a higher position, for eg; a boss or parent we tend to use formal writing. There is nothing wrong with informal writing; it just has different features and characteristics. It is mostly used online among young people with their peers.

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The content of informal writing does not include explanation of the text. In this regard informal writing is similar to spoken language. The listener is usually familiar and knows what we are talking about

2-

elements of CV writing??

## **Topic 46: Formal Informative Writing - Curriculum Vitae or Resume**

It is formal informative writing, as it is about providing facts based on reality. You have to inform the person about yourself, about facts that are always going to stay with you, like name, date of birth, nationality, religion etc. Layout of the CV is very important be it for higher education or job. It should be organized, starting with educational qualifications with the dates. You should specify if it is a degree, course or certification. The name of the institute must also be mentioned. Whether it was full time or part time should also be mentioned. You should stick with the format, whichever you are using. Divide your qualification in columns. It should be in chronological order. You should also mention extra-curricular activities; volunteer and charity work come under this.

**Your details**

**Personal statement**

**Work experience**

**Education**

**Skills**

**Hobbies and interests**

**References**

**A clear and simple layout**

**Things to watch out for**

Check for spelling or typographical errors.

3-

**Second conditional and an example**

**Topic 99: Grammar Use - Second Conditionals**

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As it is clear, these are on a second level degree. They are based on wishes, for e.g. "if I had money I would buy a house". The condition is if the person had the money. The sentence carries a meaning of wish. Use of if shows the wish. Would is the modal word here. Second conditionals are also used when things are not really possible. Some second conditionals are also put in first conditionals; e.g. "if I had worked hard I would have been successful", because it is not really possible. Usually the facts are in first conditionals, and impossible wishes are in second conditionals. Things that are never going to happen e.g.; if I was a billionaire I would buy the world.

4-

**past simple test and how can you teach past simple test to students.**

## **Topic 92: Grammar Use - Past Simple**

It is something similar to present simple but the difference is in time. The time has passed now. "I eat" now becomes "I ate". A teacher can draw a timeline as it is a useful tool in grammar lessons. It is a common practice at all levels. Jumping from present to past would make students understand it well. The past tenses of verb must be taught to students. Teacher can make columns of verbs in random order and ask students to match them. It is not a good practice to memorize the past forms of verbs. Students should be able to consult the teacher for help.

5-

**"know me" activity is used to improve speaking skill.how can you conduct this activity in class.**

6

**-how and which skills developed by using "look at the picture' activity.**

## **Topic 88: Look for a Picture**

The teacher must bring a picture which should be interesting and elaborate. She should leave it to the imagination of the students to describe the picture. Students would develop imaginative skills. Teachers should not be too critical in judging student's imagination. A higher level student may relate the picture to some background story. It is the right of every student to learn, whether they are imaginative or not. Teachers should encourage students to participate in them. Students can practice this exercise outside the classroom as well.

## **Midterm paper Edu516**

### **Paper 5:**

#### **10mcq's 7 Questions**

- 1. what u understand about statement of interest?**

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## **Topic 43: Formal Informative Writing - Statement of Interest**

It provides information that has to be used at a formal place. It is usually used in applications for job or admissions. Teachers should know the structure and format of applications. It should give precise information about applicants. Students should exhibit the statement of interest which means telling why they are interested in the job or admission. Statement of interest is based on the attitude and aptitude of the person. It is an important question in the job interviews, what is the priority reason for you? Along with being precise it should have information that is written formally. Students should learn how to write a statement of interest for a travel expedition or a voluntary case to evaluate their interest. This way they can know about their abilities and skills.

### **2. how detailed feedback is helpful in writing skills?**

is helpful for a student. What is right should be given credit for

### **3. What is the importance of exercise look for picture, and role of teacher ?**

### **4. how students learn from their peers.**

## **Topic 72: Speaking Skills - Peer Assessment**

It is a good practice to make the students assess their peers. They like to listen to what the other person is saying especially if they are of the same age. They tend to focus more on what they are saying. It is like a chain building activity. The teacher should explain what she needs them to do. Students should be very honest and fair in assessing their peers. This way students will understand how an assessment is done. Students come to realize the accuracy of the teacher in assessing them. It is like a reciprocal activity. It has many advantages. Their listening skills are also developed. They can compare their own speaking skills and be motivated to learn from a better example. The teacher may give a criterion for assessment in case there is some problem.

### **5. why listening is a product of speaking.**

It is common to give sheets of paper to students to write new words they have encountered. This way students will try to focus more and become good listeners. Speaking is a product of listening and this way speaking would also be improved. The content of the audio would also help students gain insight into how words are used

### **6. Compare conditionals**

## **Topic 100: Grammar Use - Third Conditionals**

Third conditionals are mostly based on regret. Modal words are also used along with the use of if, e.g. "If I had worked hard I would have scored maximum marks". The condition here is of

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working hard. Now I cannot work hard, the time has gone. The verb is in past as it is showing regret. If I could have seen my mother she would have blessed me. These regrets cannot be undone now, they have already caused harm. The condition is that this action should have been done in past therefore the verb is in past. E.g., "if I would have reached earlier" shows an irreversible regret. To put it simply, it is regret with a condition.

## **How teacher can help in grammar n vocabulary?**

2.

### **Language game?**

Speaking skills are best learnt by fun. It is a natural instinct for people to speak comfortably in their own language. But in order to learn a foreign language, it is a good way to not to force people but use comedy and fun. When there is no stress on the brain, it is accepted freely. More words are picked by the learners in a game; funny words are very quickly absorbed by young learners. Words used in movies often become clichés and become popular among the mass mostly in a comical manner. Games in a classroom are a subtle way to convey the message. A teacher can find many language games online or in books. If a teacher likes to play games, she would become one of them. Students can enjoy and learn at the same time. Teachers should however maintain discipline in the classroom

3.

### **Look for picture exercise?**

The teacher must bring a picture which should be interesting and elaborate. She should leave it to the imagination of the students to describe the picture. Students would develop imaginative skills. Teachers should not be too critical in judging student's imagination. A higher level student may relate the picture to some background story. It is the right of every student to learn, whether they are imaginative or not. Teachers should encourage students to participate in them. Students can practice this exercise outside the classroom as well.

4.

### **What is essay?**

#### **Topic 84: Essay**

Essay is usually a part of the literature syllabus, but students should know how to analyze an essay. An essay is a collection of sentences and paragraphs. The beginning of each paragraph must express the purpose of that paragraph. A new idea must begin in a new paragraph. The linking of paragraph is also significant to learn. The sentence formation usually has all the parts of speech in it. Students

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should use different kinds of adjectives. With the use of nouns it is difficult to use different words, e.g. a cupboard will always be a cupboard. It has been seen that students mostly stick to the words “good” and “bad” for adjectives. Teachers should teach students more alternative words. Too much use of the same word would not

carry an authentic message moreover the examiner would not consider the writer to be a good writer. The teacher should encourage creative skills and rich language. Students should be encouraged to write their own option and imagination. Teachers can give them samples of good essays where there is rich exposure of language. By reading good essays students would be able to write good essays. The essay can have three paragraphs, Students should be careful about word count. Instructions should be clearly written down for students

5

**strategies to teach story writing?**

## **Topic 89: Outline of a Short Story**

It is also included in the literature course. It is usually interesting to read as it is short. Students can be encouraged to write short stories themselves. Teachers can give either ending or beginning to give students an outline. Along with outline, she can also give a sentence, or the whole story can be written in a gap filling exercise. Students can imagine and write what they think happened. Teacher can provide resources to help students. She can integrate multi media resources as well. The visual learners would be very happy to see pictures and words in order to write a story. Teacher can tell the beginning orally as well. Students can then continue after that. She can then carry on with the story. The teacher can then develop the rest of the story on that idea

1

**. what is word stress, intonation, collocation**

Word stress – stress on the word to get meaning.

Intonation – high or low pitch of spoken sentence.

Collocation – two or more words that go well together

Word stress is also important because you can change the meaning of sentences. If you stress on a particular word you can change its meaning and tone. A sharp tone can imply rudeness. We are able to explain the meaning of a poem by using the correct stresses. Words should be said in their right context in a poem. Emphasize on the words which need to be emphasized. You can only do that when you know the meaning and context of a word

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## **Topic 62: Speaking Skills - Intonation**

Students should know the importance of intonation to bring out the meaning of the sentence. Usually language labs have audios, if they are not available; teachers can repeat the sentences to emphasize on the pronunciation and word stress. She should repeat a sentence five times. Usually a good listener needs to listen to a sentence at least three times. There can be an activity of compare and contrast. She can say a sentence with and without intonation and students can tell if there is a difference in meaning. If students are not able to follow, teacher can put the intonated word on the board for the students to focus. This way she can cater to the needs of weak learners

2.

**Which skill is developed when teacher use picture exercise activity**

3.

**how you teach students to write a letter ( 5 marks )**

When it comes to formal letters we must address the person with title or surname. Upon ending, we should use greeting phrases like „Best Wishes“, „Yours Sincerely“ etc. Usually letters are formal when the recipient is a professional seniors, doctor, teachers etc. It is usually somebody with whom you have distance of respect. In the content of the letter, it should be within limits and there should be no unnecessary details. Teachers should provide an outline of a formal outline, beginning, middle and end for the ease of students. The formal manner should be according to the relationship of the recipient and sender. The details in the letter should be relevant to the issue at hand and of course respectful. It has to be to the point and precise

4.

**In speaking skills why Introducing your self-activity is useful and how you can conduct this activity ( 5 marks)**

5.

**how do you familiar students with difficult word by using audio tape and how you provide feasible learning enviroment. Topic 107: Planning for Different Groups - Audio Learners**

Audio learners love to listen and learn. Teacher can bring audio tapes. They can register what they listen to and it is printed in their mind. Teacher can make sounds of letter to help pronounce words. Sounds of animals can also be played and students can name the animal. Audio learners would greatly benefit from this activity. Parents can also be informed

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about the student's abilities so that they can cooperate. The habit of listening to instructions and paying attention can be a good skill. Other students would also benefit from the responses of the audio learners. (5 marks)

**EDU516 Teaching Of English.**

**Mid Term paper 8:**

Advices and requests usually require \_\_\_\_\_ language.

Harsh

Polite

Flattering

Pleasing

Predict and tell boosts \_\_\_\_\_

Imagination

Vocabulary

Creativity

All of the above

Words in spoken English may not be used in \_\_\_\_\_

Informal

Story

Essay

Formal

1:

why phrases learning is not teaches at primary schools? 2 marks

Pragmatic?3 marks

2:

what is first conditionals? write an example.

**Topic 98: Grammar Use - First Conditionals**

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First conditionals are easy to understand. These are things that would be possible to happen. The things that are natural and factual. For example, the water will boil at 100°C. It is different from future tense as it has a condition. It is a scientific fact, it is going to happen but it also has a condition, it will only boil at 100°C otherwise it will not boil. It is a future tense. The teacher can ask the students to underline the words that make the sentence a conditional.

3:

**what is difference between formal email and informal email?**

It is a very common means and used in offices mostly. It is a useful substitute for memos which were used to let the staff know about any order by the higher authority. It can be formal when you have to email a person who is higher in position and age or in a senior office position. An informal way can be as if it is a chain of communication just like a conversation. The thread can continue informally within an online group. It is like responding as if we are talking to a person. Emails have the advantage of replying instantly. You don't have to seek vocabulary as you can use words of your mother tongue, where as Teaching

one cannot take the risk of using other languages in a formal email. Students must be able to identify and compare the differences. **5 marks**

4:

**how you can improve your students vocabulary? write different techniques**

Vocabulary plays an important part, how can we read if we don't know what is written. It can be provided by resources. For primary school students, teachers can provide word banks on charts, board, slides etc. For higher level students, you can have a resource corner in the classroom where you can put newspapers, magazines for consulting when students are short of vocabulary. This reduces the burden on the teacher and enables students to work independently. Students develop a sense of responsibility and confidence. Building

vocabulary also helps students become confident that they don't lack the ability to use words. Familiar words are better absorbed by the students. It should be a regular affair for the class activities. Teachers can have dictionaries placed in the classroom and inculcate the habit of using them, few times they would need teacher's help but later they would learn this habit.

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1. **The natural form of teaching English to speak is much successful then the formal ways of teaching.**
2. **Teach letter writing to your students.**

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### 3. How good speaker become a good listener?

It is common to give sheets of paper to students to write new words they have encountered. This way students will try to focus more and become good listeners. Speaking is a product of listening and this way speaking would also be improved. The content of the audio would also help students gain insight into how words are used

### 4. How diary writing considered a form of reflective writing?

#### 5. Topic 40: Informal Writing - Diary writing

Diary writing is another form of reflective writing. It can be done while doing an action or after the action has taken place. It is different from reflective writing in the sense that it can be current. It can be called note writing also. It can be used both formally and informally but mostly it is informal. Students can note down words in a diary for a word bank and a vocabulary building exercise. For formal writing you can use those words for a formal purpose. This is recommended for secondary level students. They can use technology to note down words too. Then they can always convey it into formal writing

### 6. Define elision ?

### 7. Phrases in primary school

The teacher can provide different phrases for students to use in their conversation. This activity is not possible in primary school as they would not be able to understand the meaning of phrases. Teachers can use phrases from text or lessons students are already familiar with. Students can find meanings of phrases by asking their peers. This activity should be more intrapersonal rather than the teacher intervening all the time. Teacher can take rounds and monitor them while not making her presence felt. She should not look at the faces of students to make them conscious. The students should be dealt with independently. It should be learner centered activity. The teacher can make informal observations of her students and perhaps evaluate them. After ten lessons she can reevaluate them to check their progress.

### 8. define CV

**Two question from cv writing.**

**One question about personal response.**

#### Topic 13: Personal Response

This is the response that the teacher expects from the students to respond after the reading activity. While doing the reading activity students need to know what the comprehensive text is. In order to do that the teacher needs to do a lot more before starting the reading activity. The pre reading, prediction and skimming help the students get an idea of what they are going to read and thus help in comprehending the text. The teacher needs to develop the whole environment of the understanding of the text to prepare them about what they are going to read. Students should be made familiar with the reading material maybe by giving them the words that they are going to encounter in the reading material. Giving the reading pieces in bit and reading in bit does not allow the students to comprehend the text.

#### Topic 14: Personal Response (Continued)

As a personal response, the learner needs to know how the text is linked. Students should be clear how the sentences, paragraphs and thoughts in the text are linked to each other. The teacher has the responsibility to link the events and facts by giving them clues and hints. The teacher has the

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responsibility to develop the skills to identify the links in the reading text; these links must be noticed by the students. They should be taught the rules on connecting the text. The words like „and“, „but“, „next“, „finally“ etc link the words and sentences. Students need to be told so that they can develop a personal response. This is also important as good reading skills develop good writing skills. Linked text makes clear, valid and authentic writing.

## **Topic 15: Personal Response - Cohesion**

Sometimes, such writings where we have argumentative type of texts or where we have discussions we need to look at the factor of cohesion and coherence. We need to look at the dialogues or the arguments that are being made, whether they do have some cohesion or coherence in the writing. This is mostly done at the higher level. This topic is a little advanced for the primary school children. This is an important part of the reading and writing process and as mentioned earlier it is a bit advanced, thus the teachers need to give clear instructions to students. The students should develop the skill of writing coherently as a personal response to the reading that they have done. This is a productive skill for their writing forms. In order to do good writing it is important to do good reading.

## **Topic 16: Personal Response - Elision**

The time gap that we give while talking is called elision. It is actually related to speaking however, speaking skills are greatly affected by our reading skills and thus it is important to be careful about noticing elision while reading; this is especially true for literature reading as there are elision points in the dialogues. They may be shown as a dot, dash or sometimes empty quotation marks which show that the speaker was taking a pause. The teacher should read the text with elision in a similar manner as would the speaker have said it. This is the natural language, that we take pauses to think while speaking and the teacher should bring the attention of students towards elision during the reading activity so that the students use elision themselves when they write stories, dialogues etc. Elision is an important language feature.

## **One is from learning while playing game**

This is a more informal way of learning a language. Teachers should make students aware that fun language can't be used on formal occasions. Teachers should however keep in mind the culture of the organization. It can be used on a casual occasion. It lacks salutations and greetings. Fun language can be added in the games played in the class. A teacher can replace words with codes, numbers, letters or gestures or anything she chooses to make any word into a more polite word

## **One is from learning a foreign language**

A lot of confidence is needed to speak a foreign language. It becomes easy when we get into the habit of speaking that language. The teacher is mainly responsible for building confidence for speaking in English, if she appreciates the effort it can boost the confidence. Confidence plays a major role to help people become good speakers. Sometimes language therapists can make immense improvement by making people speak clearly. People with speaking disability can

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improve a lot by encouragement. Students should be encouraged to express the ideas. Unfortunately, teachers can hinder the progress of the students by being overly critical. Therefore, praise is very important. A session of speaking in English in the assembly is useful, because a student is standing in front of a big group, this makes him very confident. Encouragement from parents also makes a lot of difference. This confidence is like producing an engine to start, and it works like a miracle.

## **One is from collocations**

### **Topic 59: Speaking Skills - Collocations**

They are relevant to higher level students. Teachers should not be doing this activity with primary grades. Collocations are like phrases, with more than one word that goes well with another. The only difference is that collocations are words commonly used together for example; get well. Advertisements use collocations like: buy one get one. People tend to learn these quickly as they are quite catchy. In case of phrases, usually they have a different structure of words. The teacher can divide the class into two groups. She can give slips to each student of first group with one word of the collocation and other word to second group. Students can then try to find the match of the word they have and stand next to their partner when they find the right word