



# ENG515

**Quiz from Assessments (Final-Term)**

## ABSTRACT

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

## Maha Malik

Teaching of Reading and Writing Skills

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1. Goodman's psycholinguistic approach to reading can be seen as a reaction against phonics-based pedagogic methods in the teaching of initial reading, rather than against the bottom-up model. **(True)**
2. A reader may not compensate for weakness at word meaning level by drawing on appropriate background knowledge. **(False)**
3. The bottom-up model of reading holds that the reader takes in data from the page in sequence, and that reading involves a letter-by letter. **(True)**
4. Reading in the broad perspective, is, as previously mentioned, concerned not with the psycholinguistic process of reading, nor with how well the reader comprehends, but rather with literacy as social practice. **(True)**
5. One of the chief merits of the new literacy studies is that they have focused attention upon the \_\_\_\_\_ dimension. **(Social)**
6. A proposal for implementing a pedagogy drawn from social literacies has come from the New \_\_\_\_\_ Group. **(London)**
7. Word recognition fluency has been widely recognized in L1 reading research as an important factor in explaining reading comprehension abilities, particularly at earlier stages of reading development. **(True)**
8. There is a range of research that argues for a strong relation between grammar knowledge and reading. **(True)**
9. It is clear that readers comprehend texts better when texts are not familiar culturally. **(False)**
10. Reading is not a complex cognitive activity, almost a miraculous one, in fact, since it involves the secondary uses of cognitive skills in relatively new ways. **(False)**
11. Any instructional setting and any group of curriculum developers must determine priorities based on student needs, institutional expectations, and resource constraints. **(True)**
12. Anyone who wants to be a fluent reader must have a large \_\_\_\_\_. **(Vocabulary)**
13. In L1 settings, Kuhn and Stahl (2003), point out that there is good evidence for a strong relationship between reading comprehension abilities and extensive reading over a long period of time. **(True)**
14. Texts have numerous signaling systems that help a reader to interpret the information being presented. **(True)**
15. L2 reading research has not been developed as extensively in the direction of curricular frameworks for strategic engagement with texts. **(True)**
16. It is observed that the practice of repeated reading of short graded readers leads to improvement in reading fluency. **(True)**
17. The Concept-Oriented Reading Instruction (CORI) developed by \_\_\_\_\_. **(Guthrie)**
18. The practicality of a test can be helped by giving very careful thought to how the learners will answer the test and how it will be marked. **(True)**
19. There are \_\_\_\_\_ general principles that should be followed for smooth reading. **(Four)**
20. Comprehension tests can use a variety of \_\_\_\_\_ forms and can have a variety of focuses. **(Question)**

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21. A very common use of informal assessment is to make learners \_\_\_\_\_. **(Study)**
22. Incomplete information transfer diagrams can be used to measure \_\_\_\_\_ of a text. **(Comprehension)**
23. Progressive Achievement Tests (PAT) series does not use multiple-choice questions with several texts. **(False)**
24. Grammar tests, both translation and completion, involve word recognition skills and vocabulary knowledge as well as grammatical knowledge. **(True)**
25. Reading aloud should begin with a very easy short text. **(True)**
26. A major reason for using several texts is to try to reduce the effects of background knowledge on the test. **(True)**
27. Learners may have difficulty reading because they do not know enough vocabulary. **(True)**
28. One of the most common examples of an experience task in foreign language learning is the use of graded readers. **(True)**
29. A common way of providing learners with experience is to take them on a visit or field trip. **(True)**
30. Experience tasks try to narrow the gap as much as possible by using or developing learners' previous experience. **(True)**
31. Writing should not always arise from the student's needs and interests. **(False)**
32. Writing is most likely to be successful and meaningful for the learners if they are well prepared for what they are going to write. **(True)**
33. To make a blackboard composition the whole class works \_\_\_\_\_. **(Together)**
34. For picture composition the teacher shows the learners a picture or a series of pictures. Under the picture there are several questions. **(True)**
35. When teachers are able to think of a variety of ways of dealing with a problem, they can then choose the ones that will work best in their class. **(True)**
36. The writing could be made into a shared task in several ways. **(True)**
37. Most of the people won't realize that writing is a craft. **(True)**
38. Reinforcement writing need not be confined to sentence writing. **(True)**
39. Jeremy Harmer said about writing that writing is often not time-bound in the way conversation is. **(True)**
40. Writing is frequently useful as preparation for some \_\_\_\_\_. **(Activity)**
41. Writing can also, of course, be used as an \_\_\_\_\_ part of a larger activity where the focus is on something else such as language practice, acting out, or speaking. **(Integral)**
42. Invented purposes, on the other hand, are those which, however engaging, are unlikely to be directly relevant to our students' future needs. **(True)**
43. When teaching 'writing for writing' we need to make sure that our students have no writing aim. **(False)**
44. When helping students to become better writers, teachers have a number of crucial tasks to perform. **(True)**
45. Test-marking is different from responding in teaching a writing course. **(True)**

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46. Creative writing is one area (like painting and composing) where the \_\_\_\_\_ has a chance to run free. **(Imagination)**
47. Written work is usually done for a purpose and for a particular audience. **(True)**
48. Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading. **(True)**
49. Often the ideas to be included in an assignment do not differ greatly from one writer to another. **(True)**
50. Looping is when each learner writes as quickly as possible on the topic for 8 or 10 minutes. **(False)**
51. One way of focusing attention on different aspects of writing is to look at writing as a process. **(True)**
52. The \_\_\_\_\_ questions try to find out if the writer can systematically make corrections and improvements to the text. **(Editing)**
53. Editing involves going back over the writing and making changes to its organization, style, grammatical and lexical correctness, and appropriateness. **(True)**
54. In peer feedback learners read their incomplete work to each other to get comments and suggestions on how to improve and continue it. **(True)**
55. There are ----- ways of getting information about control of the parts of writing. **(Three)**
56. When writers stray outside text construction norms, coherence is one of the qualities that is most at risk. **(True)**
57. In substitution and ellipsis techniques, writers frequently substitute a short phrase for a longer one that has preceded it. **(True)**
58. 'Literary fiction' is a genre of English which is different from, say, 'science fiction'. **(True)**
59. For writing in a particular genre tends to lead to the use of certain kinds of text construction. **(True)**
60. Lexical cohesion is achieved in the article by the use of \_\_\_\_\_ devices. **(Two)**
61. Writing is a medium of human communication that represents language with signs and symbols. **(True)**
62. The best way of helping students to learn how to spell is to have them read as much as possible. **(True)**
63. Spellings make English relatively easy to read. **(True)**
64. English handwriting, teachers can follow a \_\_\_\_\_ stage approach which involves first the recognition and then the production of letters. **(Two)**
65. Writing, like any other skill, has its \_\_\_\_\_ components. **(Mechanical)**
66. Sentence production (elementary) the most basic form of \_\_\_\_\_ writing is the kind of sentence writing that is often used for grammar reinforcement. **(Parallel)**
67. The logical organization of ideas **(coherence)**
68. applies not just to paragraphs but to whole texts as well. **(True)**
69. Paragraph construction can be done through a \_\_\_\_\_ drill. **(Practice)**

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70. If we want our students to be good writers in English we need not to teach them how to use punctuation conventions correctly. **(False)**
71. The copying activities have involved copying single and 'joined-up' letters, copying words from a list, and rewriting words in different columns. **(True)**
72. Once students have had full commas, and capital letters explained to them, they can be asked to punctuate a short \_\_\_\_\_. **(Text)**
73. The students' reluctance to write can also be because they rarely write even in their \_\_\_\_\_ language. **(Own)**
74. 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 \_\_\_\_\_ writing. **(Instant)**
75. It is stressed that one of the purposes for the writing activities is to give students engaging writing tasks that will help them become fluent writers. **(True)**
76. Patterns & schemes is a method: one way of helping students to write even when they may think they do not have many idea, is to give them a pattern or a scheme to follow. **(True)**
77. A common group-writing activity which has all the students writing at the same time is the story circle. **(True)**
78. Confidence and enthusiasm do not help in developing writing-habit. **(False)**
79. The 'key pal' system does not need computer access. **(False)**
80. The car designer \_\_\_\_\_ is credited as the originator of the phrase 'a camel is a horse designed by a committee', and it may well be that in that in the world of design too many people do, indeed, get in the way of sensible decision making. **(Alec Issigonis)**
81. Having collected systematic profile data on his or her student cohort, the teacher is minimally equipped to identify, articulate, and negotiate the desired outcomes (global and specific) of a literacy course. **(True)**
82. In purely mechanical terms, a lesson plan can be handwritten or word-processed on standard paper and formatted in any number of ways. **(True)**
83. Instructional objectives specified in a syllabus identify what knowledge and skills students will acquire by the end of a course. **(True)**
84. The ESL/EFL writing class is perhaps best seen as a workshop for students to learn to produce academic essays through mastering techniques for getting started and generating ideas. **(True)**
85. It is useful to think of a course syllabus as a document comprising \_\_\_\_\_ main parts. **(Two)**
86. Teachers of ESL need to bear in mind, of course, that their students' prior educational experiences might \_\_\_\_\_ considerably from those provided by the ESL or EFL setting in which they currently are receiving instruction. **(Vary)**
87. Today, with a burgeoning of conflicting theories, planning a writing course is like \_\_\_\_\_ a minefield. **(Walking)**
88. If a student has to learn how to write an essay in 30 minutes on a prescribed topic, that does not mean that the whole course should consist of 30-minute writing tasks. **(True)**

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89. Structural: writing courses, particularly at beginning levels, can be organized around grammar and sentence patterns. **(True)**
90. The “banking” concepts of education means depositing knowledge in the learners’ heads. **(True)**
91. In the case of large classes, not every piece of writing has to be corrected or even seen by the teacher. **(True)**
92. Contrastive rhetoricians frequently graphically present a piece of writing in English as a straight line. **(True)**
93. Articles by Santos (1992), McKay (1993), and Benesch (1993) have discussed the role of \_\_\_\_\_ in teaching writing. **(Ideology)**
94. If you decide to use an ESL writing textbook, look for the \_\_\_\_\_ features. **(Seven)**
95. The “banking” concepts of education means depositing knowledge in the learners’ heads. **(True)**
96. There’s a healthy controversy about what the \_\_\_\_\_ of writing classes should be **(Content)**
97. Teachers use sentence tests and essay tests to evaluate students' \_\_\_\_\_. **(Progress)**
98. It is possible to teach some process skills appropriate to a writing stage, be it planning, drafting, responding, revising or editing within a regular \_\_\_\_\_ period composition lesson. **(Two)**
99. Pre-writing is any activity in the classroom that stimulates \_\_\_\_\_ for getting started. **(Thought)**
100. A key component of any teacher-training course should therefore be a massive amount of writing. **(True)**
101. Responding to student writing by the teacher (or by peers) has a central role to play in the successful implementation of process writing. **(True)**
102. For a better writing process, a simple checklist might be issued to students to alert them to some of the common surface errors found in students’ writing. **(True)**
103. Depending on the genre of writing (narrative, expository or argumentative), an introduction to the subject of writing may not be a startling statement to arrest the reader’s attention. **(False)**
104. Post-writing constitutes any classroom activity that the teacher and students can do with the in-completed pieces of writing. **(False)**
105. Editing is an aspect of the writing process which has not been somewhat neglected by ESL writing teachers and researchers. **(False)**
106. Research indicates that focusing on patterns of error, rather than on individual errors, is most effective for both teachers and students. **(True)**
107. Although some teachers assume that all ESL students are obsessively concerned with grammar to the detriment of developing and presenting their ideas, but many students have little interest in and pay limited attention to editing their work. **(True)**
108. For error free writing, students keep a log of their error frequencies in the different categories so they can observe their progress. **(True)**

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109. In the modern process approach composition classroom, editing refers to finding and correcting grammatical, lexical, and mechanical errors \_\_\_\_\_submitting (or “publishing”) a final written product. **(Before)**
110. Teacher preparation manuals conventionally begin with a theoretical background that explains and justifies the premises of the instructional approaches to be presented. **(True)**
111. A chief characteristic distinguishing ESL writers from their NS peers is that ESL students come to the classroom with the ability to speak, and often write, one or more languages other than English. **(True)**
112. An operational understanding of theoretical and pedagogical paradigms can sensitize us to our students' strengths and weaknesses. **(True)**
113. 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. **(True)**
114. Nonnative linguistic proficiency does not seem to prevent ESL writers from becoming effective writers of English, yet many such learners require\_\_\_\_\_ in developing written fluency and practice with a range of composing strategies. **(Assistance)**
115. A schema refers to an organized chunk of knowledge or experience, often accompanied by \_\_\_\_\_. **(Feelings)**
116. The schemata of L2 students \_\_\_\_\_from those of L1 writers involves their expectations about the structural properties and rhetorical functions of texts. **(Differ)**
117. A \_\_\_\_\_ 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. **(Positive)**
118. The most effective way of giving grammatical accuracy feedback is to have a set of signals that indicate where the error occurs and what kind of error it is. **(True)**
119. The techniques used to provide feedback to learners on their writing can differ over a range of factors. **(True)**
120. The assessment of learners’ written work cannot have a range of goals. **(False)**
121. The main advantages of peer evaluation are that learners do not get feedback from others besides the teacher. **(False)**
122. One way of speeding up marking and making sure a balanced range of aspects of writing are dealt with is to mark each learner’s work using a \_\_\_\_\_. **(Scale)**
123. A portfolio is a collection of several pieces of the learner’s\_\_\_\_\_, some of which may have already been marked and commented on. **(Writing)**
124. It is worth remembering that when the good points and bad points are mentioned, it is better to end with the \_\_\_\_\_points so that the writer is left with a positive feeling about the piece of writing. **(Good)**
125. Studies on the nature of teacher feedback and its effects on student writers have been rare. **(True)**
126. Feedback should focus on the issues presented by an individual student and his or her paper, not on rigid prescriptions. **(True)**

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127. The most pressing question for writing instructors is whether the feedback over which they labor so diligently actually helps their students' writing development. **(True)**
128. Instructors who are not sure what to look for can use institutional grading criteria to identify possible areas of weakness or student need. **(True)**
129. Brannon and Knoblauch (1982) argued, if a student feels that his or her text belongs to the teacher rather than to him or herself, the student may lose the motivation to write and revise. **(True)**
130. An/A \_\_\_\_\_ marking involves having a marking scheme that awards marks for things like richness and appropriateness of vocabulary use, grammatical accuracy, organization, and overall communicative effectiveness. **(Analytic)**
131. If texts are submitted in \_\_\_\_\_ form, it is possible to provide feedback using the range of word-processing functions. **(Electronic)**
132. A step towards self-assessment is \_\_\_\_\_ checking, where learners work in pairs to check each other's assignment together. **(Pair)**
133. Most scholars agree that teacher feedback is most effective and most likely to be used when it is provided on \_\_\_\_\_ drafts that will be revised subsequently. **(Preliminary)**
134. Many teachers like to use the "\_\_\_\_\_" approach to writing end notes: beginning and ending the note with encouraging remarks (the "bread") and making the two to four feedback points or suggestions in the middle (the "filling"). **(Sandwich)**
135. An important means of giving feedback and instruction to writing students is through one-to-one writing \_\_\_\_\_. **(Conference)**
136. Most scholars agree that teacher feedback is most effective and most likely to be used when it is provided on \_\_\_\_\_ drafts that will be revised subsequently. **(Preliminary)**
137. In the available L2 research to date, no empirical evidence suggests that L2 writers will ignore teacher feedback on content if errors are also addressed in the same draft of an assignment. **(True)**
138. To solve the feedback issues, a teacher can ask students at the beginning whether they prefer written or oral feedback or some combination of both. **(True)**
139. The first step in ensuring that students understand our written feedback is, of course, to do a careful job of constructing it. **(True)**
140. The Rosenfeld, Leung, and Oltman (2001) study demonstrated that L2 grammar and vocabulary skills do not play a crucial role in student academic success (and obviously survival). **(False)**
141. In English-speaking countries, the purpose of written assignments and of examinations and testing is to require students to display their knowledge and familiarity with the course material. **(True)**
142. Nonnative students' academic survival often depends on their ability to construct written prose of at least passable quality in the context of academic discourse expectations. **(True)**
143. Much recent research has shown that exposure to daily and classroom interactions, as well as fluency-oriented instruction, does not represent an effective pedagogical approach to developing syntactic and lexical accuracy. **(True)**

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144. Overall the types of writing expected of undergraduate and graduate students seem to vary greatly with regard to the rhetorical and discourse patterns they elicit. **(False)**
145. Medium-length essays between 1 and \_\_\_ pages are required as in-class and out-of-class assignments in practically all disciplines, with the exceptions of undergraduate courses in physics, mathematics, and engineering. **(5)**
146. Several researchers have identified English composition essays and the pedagogical essays (Johns, 1997) ubiquitous in English for Academic Purposes (EAPs) programs to be dramatically \_\_\_\_\_ from those students are required to write in the disciplines. **(Different)**
147. 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. **(True)**
148. Comparison/contrast tasks expect writers to discuss or examine objects or domains of knowledge by identifying their properties that make them similar or different. **(True)**
149. 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. **(True)**
150. Classification of events, facts, and developments assignments involve cognitive tasks in which writers are expected to determine what types of group members share particular features or characteristics. **(True)**
151. Cause-effect interpretation tasks deal with establishing \_\_\_\_\_ relationships and are based on causal reasoning. **(Causal)**
152. An/A \_\_\_\_\_ assignments largely represent a form of exposition that includes an element of persuasion. **(Argumentation)**
153. Under the eighteenth amendment to the constitution (which has been passed by the parliament in 2010) the formulation of the educational policies (including curriculum development) is being handed over to the \_\_\_\_\_ governments. **(Provincial)**
154. In Pakistan training is a pre-requisite for public sector teachers. This training is classified into 'pre-service training' provided by the Government Colleges of Elementary Training and the 'in-service' training which structured \_\_\_\_\_ in the four provinces is. **(Differently)**
155. The public sector can be taken to include all government and State controlled organizations/institutions. **(True)**
156. Rahman (2004) is of the view that the elite classes of Pakistan have been responsible for maintaining (if not strengthening) the privileged position of English in the country for their vested interests, namely that of reinforcing their own superior status. **(True)**
157. The textbooks prescribed for the public sector overburden the students with innumerable facts most of which are not clearly explained. **(True)**
158. One of the teacher's most important jobs is to \_\_\_\_\_ his work, so that a course provides a properly balanced set of opportunities for learning. **(Plan)**

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159. The activity of \_\_\_\_\_ 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. **(Writing)**
160. Teaching a foreign or second language can most effectively be done by applying a rather \_\_\_\_\_ list of principles that are largely supported by research. **(Short)**
161. Making teaching coherent means to ensure that tasks link together around a \_\_\_\_\_ topic which lasts a whole lesson or extends over a series of lessons. **(Common)**
162. When we are teaching a second language we are trying to develop in the learner not just grammatical competence, but \_\_\_\_\_ competence also. **(Communicative)**
163. The formalist view of language tends to place high value on skill in reading and accurate writing. **(True)**
164. Extensive reading fosters vocabulary growth and the acquisition of syntax in context. **(True)**
165. Reading and understanding a piece of text is an activity which the reader is able to perform because he or she can follow relationships of thought, understand cohesive functions, and infer the meaning of unknown words, and so on. **(True)**

**BS English**

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