

EDU516_Finals_Solved

EDU516 (Teaching of English) Solved Finals

Objective

1. “if I had worked hard, I would have passed” is the example of _____. (third conditional)
2. Words like “in my opinion” indicate _____ essay. (argumentative)
3. Which type of text is similar to debates _____. (argumentative)
4. Reflective practice is _____ process. (step wise)
5. Having a stance and pursuing that belief _____. (exposition)
6. There are _____ types of text. (6)
7. Cigarette causes lungs cancer _____. (exposition)
8. When you transfer the information in your own words, it is called _____. (reported speech)
9. Words like “once upon a time” are usually used in _____ writing. (narrative)
10. When a father tells a story to his son, it is _____. (narration)
11. “I have written a letter” is an example of _____. (present perfect tense)
12. Difference between discussion and argument is that in discussion one does not _____. (confront and challenge)

EDU516_Finals_Solved

13. An example of informal language is _____. (chatting, instant messages, text messages, **all of the above**)
14. Type of text which should be written in inverted commas is _____. (**dialogue**)
15. It is better to use _____ sentences while doing the listening skill development. (**short**)
16. _____ In the class is a good way towards professional development. (**action research**)
17. Some examples of expressions are _____. (probably, uncertain, sure, **all of the above**)
18. Second conditions are based on _____. (**wishes**)
19. "I eat" become "I ate" in _____. (**past simple tense**)
20. When it comes to formal letters we must address the person with _____. (**surname**)
21. Indirect speech is also known as _____. (**reported speech**)
22. Emails are an example of _____. (**both formal and informal**)
23. _____ Is an interesting exercise in which a student can use his imagination. (**story telling through picture**)
24. The most important feature of grammar is/are (**tenses**)
25. Teacher must discuss scene, context and situation about the ____ before asking them to write. (**short story**)
26. A teacher should be ____ in accepting solutions in informal letter. (**open**)
27. Personal communication is usually _____. (**informal**)
28. Conditionals are relevant to _____ tense. (**future**)
29. "if I had power, I would have eliminated all evil from the world." Is an example of _____ sentences. (**second conditional**)
30. Ali is a teacher, he shows his emotions and the feelings behind his thoughts, this means he use a lot of (**expressions**)
31. "I am writing a letter" is an example of _____. (**present continuous tense**)
32. _____ Is a useful exercise to enable students to look for another similar word. (**match the words**)

EDU516_Finals_Solved

- 33. “I am calling you out.” Is the example (present continuous)
- 34. There are _____ types of conditionals. (three)
- 35. In zero conditional sentences, condition is based on _____. (imagination)
- 36. Communication gaps take place in _____. (speaking exercises)
- 37. Continuous tense is also called _____ tense. (progressive)
- 38. “I will eat an apple tomorrow” is an example of (Future Tense)
- 39. In listening exercises, teachers should tell students that they must look for numbers, for e.g. 15 and 50 may cause: (confusion)
- 40. In _____ skills, the focus is an intonation and pronunciation. (listening)

Subjective

Q. Planning for different groups

In teaching English, planning for different groups involves tailoring lessons to meet the diverse needs of students with varying abilities, backgrounds, and learning styles. For instance, advanced students might work on complex sentence structures, while beginners focus on basic vocabulary. Differentiation can be achieved by providing varied materials, like simplified texts for lower levels and challenging readings for higher levels, ensuring each group is engaged and learning effectively.

Q. Resources and their use

Effective use of resources in teaching English includes integrating a variety of materials such as textbooks, multimedia, online tools, and real-life objects to enhance learning. For example, using videos can improve listening skills and cultural understanding, while interactive websites like Duolingo provide personalized practice in vocabulary and grammar.

Q. Lesson Delivery

Lesson delivery in English teaching encompasses the methods and strategies used to present content to students. A well-delivered lesson includes clear instructions,

EDU516_Finals_Solved

engaging activities, and effective pacing. For instance, a teacher might start with a brief introduction, follow with interactive group work, and conclude with a summary and practice exercises.

Q. Helpful Tips in English teaching

Helpful tips in English teaching can include strategies like incorporating games to make learning fun, using visual aids to enhance understanding, and providing regular feedback. For example, playing vocabulary bingo helps reinforce new words in an engaging manner, and visual aids like flashcards can clarify abstract concepts.

Q. Lesson Planning

Lesson planning in English teaching involves outlining objectives, materials, activities, and assessments for a class. A detailed lesson plan ensures a structured and focused lesson. For instance, a plan for a lesson on past tense verbs might include a warm-up activity, a grammar explanation, practice exercises, and a closing review.

Q. Lesson Stages

Lesson stages in English teaching refer to the sequence of activities within a lesson, typically including an introduction, development, and conclusion. For example, a lesson on adjectives might start with a review of known words, followed by introducing new adjectives with examples, and ending with a creative writing activity using those adjectives.

Q. Classroom Practices

Classroom practices in English teaching involve strategies and methods used to manage and facilitate learning. This includes grouping students for collaborative work, using questioning techniques to encourage participation, and implementing classroom routines. For example, establishing a 'word of the day' routine helps build vocabulary consistently.

Q. Reflective Practices

Reflective practices in teaching English involve teachers regularly analyzing their own teaching methods and student responses to improve their effectiveness. For example, after a lesson, a teacher might reflect on what activities worked well and which didn't, and adjust future lessons accordingly to better meet students' needs.

Q. Feedback

EDU516_Finals_Solved

Feedback in English teaching is crucial for student development, involving both praise and constructive criticism. Effective feedback helps students understand their progress and areas for improvement. For example, commenting on a student's essay by highlighting strengths and suggesting specific improvements in grammar and structure.

Q. Pronouns and Adjectives

Teaching pronouns and adjectives in English involves explaining their roles and uses in sentences. Pronouns replace nouns to avoid repetition, while adjectives describe nouns. For instance, in the sentence "She is wearing a beautiful dress," "she" is a pronoun and "beautiful" is an adjective.

Q. Auxiliaries

Auxiliaries, or helping verbs, are used in English to form different tenses, moods, and voices. Teaching auxiliaries involves showing how verbs like "be," "do," and "have" support main verbs. For example, in the sentence "She is running," "is" is an auxiliary verb helping to form the present continuous tense.

Q. Grammar

Grammar teaching in English involves the rules and structures that govern the language. This includes syntax, morphology, and punctuation. For example, teaching the rules of subject-verb agreement helps students form correct sentences like "He runs every day," rather than "He run every day."

Q. Professional Development

Professional development for English teachers includes ongoing training and education to improve their teaching skills and knowledge. This can involve workshops, conferences, and courses. For instance, attending a seminar on the latest ESL teaching techniques can help teachers incorporate new strategies into their classrooms.

Q. Assessment for Learning Policy

An assessment for learning policy in English teaching emphasizes using assessments to guide and improve student learning rather than merely to evaluate. This involves formative assessments like quizzes and oral feedback. For example, regular informal assessments help teachers adjust their instruction to better meet student needs.

EDU516_Finals_Solved

Q. Second Language Acquisition & Research

Second language acquisition (SLA) and research focus on how people learn a language other than their native one, providing insights into effective teaching strategies. Research might show, for example, that immersive experiences and conversational practice significantly enhance language learning, guiding teachers to incorporate more real-life speaking opportunities in their lessons.

BS English (Applied Linguistics)

<https://whatsapp.com/channel/0029VaazKAVBfxoDMH4l9U0u>

For Files

https://drive.google.com/drive/folders/1m6HPis6iAPIL6v3xf85y4fylxg6dwqne?usp=drive_link