

Exposition is sometimes confused with

Select the correct option



descriptive



narrative



dialogue



argumentative



Go to next question & answer



exposition

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for e.g. "In my opinion", "I think ...". Such phrases will make the argument evident. Phrases can be used according to the scenario for eg. "thank you for your opinion but

Topic 32: Types of Text - Dialogue

This is used in all types of texts. It can be sometimes used in narrative writing. The should be written in inverted commas to clarify that these are the exact words use speaker. Reported speech may be used without inverted commas for example; 'that...' In an argumentative text a lot of dialogues are used. A statement will be us stop. An exclamation can be ended with an exclamation mark. A question should er question mark. An elision can be shown by using a dash. The state of the speake mentioned in the parenthesis after the spoken words. For example; he said "...." (an

Topic 33: Types of Text - Exposition

It is often confused with argumentative text. But there is a big difference how **exposition** there need not be a contrast or divide between ideas. It does not ha argued with somebody. It is about having a belief and pursuing that stance. I common with school students as it is an advanced level text. It is mostly used in cot campaigns for example; cigarettes cause lung cancer. It is to show one sided opin teacher may give options to choose from different topics as students may or may ne in that topic. Freedom to choose should be given to write an **exposition** text so that can pursue what they believe in.





V.U.

Dear Student, A New Announcement has been made

MARK AS READ

Time Left 88

04 AM, 05 June 2022

Total Marks:

Select the correct option

☐	A & B
☐	Consonants
☐	Words
☐	Sentences

Can't find the answer? Click here to ask a question



next

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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)

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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 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

Question # 9 of 10 (Start time: 11:17:38 AM, 08 June 2022)

Which is one of the way/resource that is used to develop the skills of reading for pleasure?

Select the correct option

☐	Technology
☐	Financial
☐	community
☐	library

Click to Show Answer &



reading for

1 of 4



to look up meanings in dictionaries while reading but save the words for later by underlining them. This is so because in **reading for** pleasure, continuity is very important. Hence jumping from book to dictionary becomes a tedious exercise and not a pleasurable activity. It hinders reading from becoming a habit of sitting down with a book. We tend to learn more if we are stress free. So students should be guided by their teacher to read for pleasure and be able to choose their own book. At primary level however students need guidance in selecting appropriate books. For this purpose book fairs are a great place to buy cheap books and students should be encouraged to attend these. Rather schools should also invite book agencies to visit the school where children can buy their own books at low price.

The phenomenon of My Book is very valid here as it enables young children and students to buy books from their pocket money without burdening the parents. The confidence of reading a book bought by you increases the pleasure associated with reading. This hobby or habit should be developed early so as to instill the love of learning, of owning a book and keeping it safe.

Topic 20: **Reading for** Pleasure - Library Resources

Another way to develop **reading for** pleasure is to use library resources. In case a resourceful library is not available, the teachers can always make a mobile library for their classrooms. They can ask people to contribute to the classroom library and this can be an effective way to develop ~~the habit of reading in children.~~ It can duplicate the library atmosphere. If students are taught to use libraries at a young age, they start to appreciate the atmosphere of the library. The silence in the library is an attraction to human nature. This is a contrast to the classroom atmosphere which tends to be very active. Where as in a library there is more



Story without an ending can help to develop _____ skills.

Select the correct option

- ☒ Reading
- ☐ Speaking
- ☐ All of them
- ☐ Writing

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without an en

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done by reading a book or pictures, the pictures can be put anywhere in the class. The teacher can also give students a first sentence of the story to get them started. With a bit of advancement the exercise can be given to higher level students by giving them a short paragraph that could either be beginning, middle or end of the story and ask them to predict what could have happened before or after that. This exercise boosts imagination, vocabulary and language skills and enhances creativity. If carried out in a group, students learn to accept others ideas, argue, compare their prediction with those of other students; they also see that there is more than one view to something. It builds up team work, lets them carry out discussions and opens up their minds. At primary level this could be done individually however, at secondary level it should be done in groups.

Topic 10: Methods of Teaching Reading - Story without an Ending

This is an exciting way to teach students reading skills; in this activity, the teacher gives out the story to students without its ending and then asks them to complete the story themselves, this can be done in groups or pairs, then students share and accept each other's ideas. Later, students can swap their ending stories with the other groups. In the end, the teacher can give the original ending to the students, the students then compare their endings with it.

Another way is to give them an outline of the ending, or a gap filling exercise of the ending. The students may use the dictionary to fill in those gaps and they may be allowed to add to those sentences. A few words can be given instead and students can predict the ending through those clue words. The students enjoy reading the endings of other students. In doing such an exercise the students inculcate more than just one skill, sharing, accepting other peoples' opinions, lead them to work in pairs and groups and form an opinion, imagine and words building.





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D

11:10 AM ✓

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Contents have to be relevant to the to ensure that the students meet the expected targets.

Select the correct option:

- ☐ students passion
- ☐ learning outcomes
- ☐ teachers desires
- ☐ moral values



Message



content

3 of 9



...

Teaching of English (EDU516)

Topic 11: Relevance

The **content** should be relevant to the skills that you want your students to develop. This is a very important factor to get good results. Similarly, the assessment should be relevant to what the students have been taught. The teachers need to focus on the relevance of the three threads which are: why the students are doing a task, how they are going to do it and what are they going to get out of it.

Topic 12: Methods of Teaching Reading - Headings

We all know that we can give a number of headings to one topic, whatever we want, whether to give a one word heading or a two words heading or maybe a sentence. We can always have the option of giving different headings to the same story or to different stories. In order to develop the reading skills of the students, giving headings to the right paragraph and using the right paragraph for a certain heading are essential part of reading and comprehension paper.

The primary school children would like to give heading to a topic with one word or two words. For example, if they are talking about the rose they may call it a rose or a flower but for the secondary school children and higher school children, they can do more than that. They can do a two word heading or a three word heading or maybe a sentence. An exercise

Words in spoken English may not be used in:

Select the correct option

☐ story

☐ informal

☐ essay

☒ formal



spoken E

1 of 1



Teaching of English (EDU516)

Lecture 7

Topic 28: Developing Writing Skills

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.

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



BC200202282: AJMAN IKRAM

Time Left 90
sec(s)

EDU516-Quiz 1

Quiz Start Time: 12:10 PM, 08 June 2022

Question # 10 of 10 (Start time: 12:16:52 PM, 08 June 2022)

Total Marks: 1

..... and deduce mean the same.

Select the correct option

☐ Contextual Meaning☐ figurative meaning☐ Literal meaning☐ Infer

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**Lecture 6****Topic 25: Writing Skills - Creative Writing Skills**

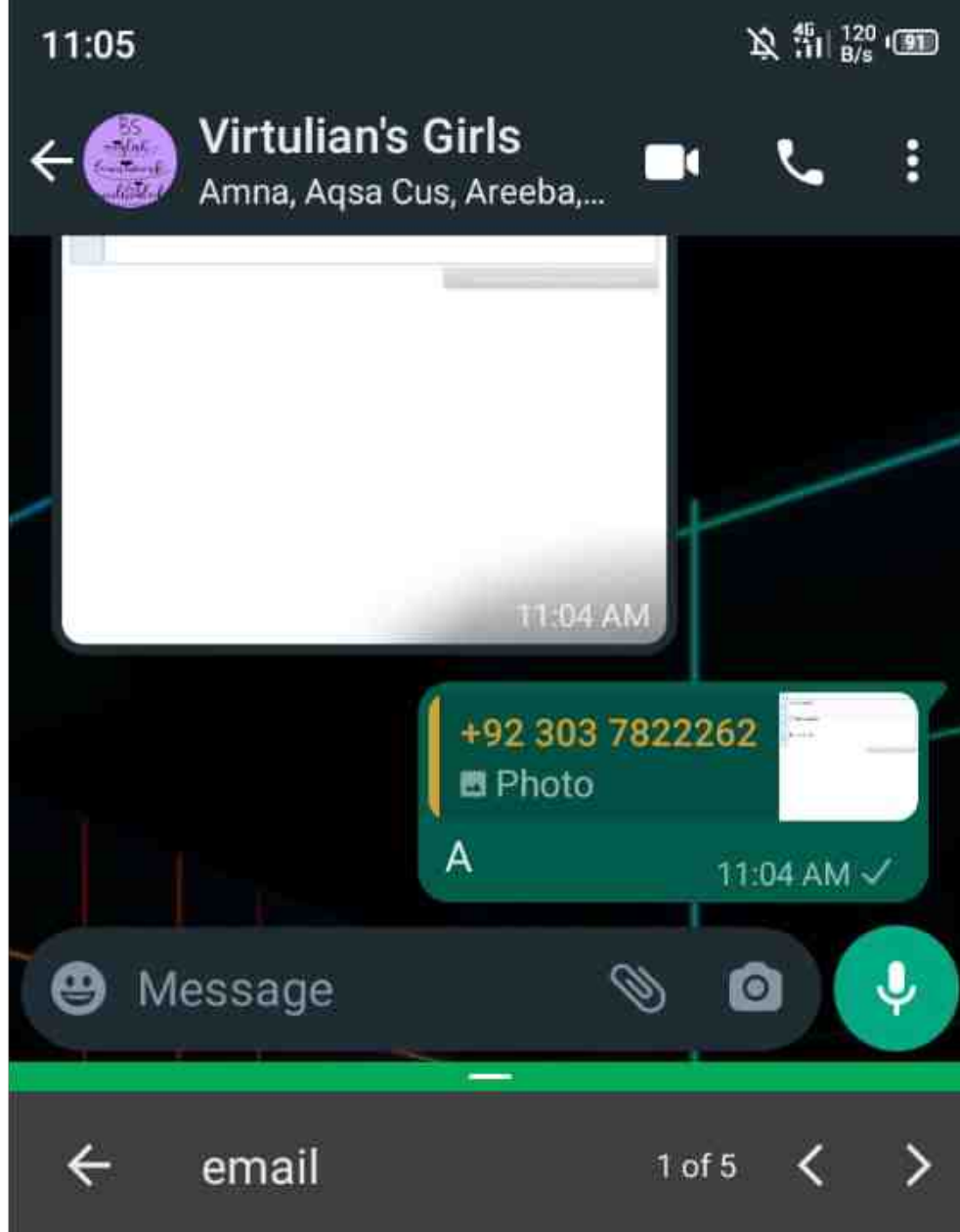
Writing should encourage creativity. Skill of creating must be instilled in children backgrounds. Teachers need to teach grammar and spellings yet polish the in students. Students should be taught to note down creative ideas whenever they mind. This habit can be developed by carrying a notebook with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

Topic 26: Writing Skills - Grammar and Vocabulary

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

Topic 27: Writing Skills - Spelling

Spelling is very important for academic writing as it is usually marked for in Writing on Computer indicates a different spelling of a word, American or teachers should regard both as correct and acceptable. Too many spellings in the text lose its content. The marking criteria should be divided for segregating writing. If the student is able to convey the idea properly but the spellings are in marks should be given for the idea. The assessment criteria should be fair. Detail is helpful for a student. What is right should be given credit for.



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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.

**Virtulian's Girls**

Amna, Aqsa Cus, Areeba,...



Question 8 of 10 : Superstar (11/11/18 and 20 June 2019)

Vocabulary is like hunting for _____.

Select the correct option

- ☒ Phrases
- ☐ Clauses
- ☐ Words
- ☐ Sentences



Message



hunting

1 of 1



increase vocabulary but words close in meaning to the idea in mind show

The words like "and", "but", "next", "finally", etc. link the _____.

Select the correct option

- ☐ A & B
- ☐ Consonants
- ☒ Words
- ☐ Sentences

Correct Answer: Words



next

1 of 34



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 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 an important as good reading skills develop good writing skills. Linked text makes clear, valid and authentic writing.

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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



which type of text is similar to debates _____.

Select the correct option

☐ Narrative

☒ Argumentative

☐ Dialouge

☐ Exposition

Click on the correct answer and Mark



debate

3 of 4



Topic 30: Types of Text - Narrative

There are different types of texts in writing. Narrative writing is like telling a story. Students need to use words like "once upon a time", "next" and "finally" etc. The use of adjectives helps students use descriptive words for the characters in the story. This can also be a vocabulary building exercise. Helping words in a vocabulary column can assist students in being more descriptive. Narrative writing usually has a sequence of events and characters to add life to the story. Linking phrases are also useful for narrative writing. Students are usually required to write a narrative in exams.

Topic 31: Types of Text - Argumentative

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..."

Topic 32: Types of Text - Dialogue

This is used in all types of texts. It can be sometimes used in narrative writing. The dialogue should be written in inverted commas to clarify that these are the exact words used by the speaker. Reported speech may be used without inverted commas for example; "He said that..." In an argumentative text a lot of dialogues are used. A statement will be using a full stop. An exclamation can be ended with an exclamation mark. A question should end with a





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Question 1 of 10 | Question 1 of 10 | 10 June 2020

The words like "and", "but", "next", "finally", etc. link the _____

Select the correct option:

- ☒ A & B
- ☐ Consonants
- ☐ Words
- ☐ Sentences



Message



teacher ex

1 of 1

**Lecture 4****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 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.



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