



EDU516

Final-Term (Solved)

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 English

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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 lung 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)
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 uses 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)
33. "I am calling you out." Is the example (present continuous)

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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 on intonation and pronunciation. (listening)

1. What is Second Language Acquisition?

Second Language Acquisition (SLA) refers to the process by which people learn a language other than their native language. It involves understanding linguistic structures, vocabulary, and communicative functions of a new language. SLA includes both formal learning (in classrooms) and informal acquisition (in natural settings) and is influenced by factors such as age, motivation, exposure, and learning environment.

2. What is integrative motivation and why is it important in L2 learning?

Integrative motivation refers to a learner's desire to learn a language in order to integrate into the culture and social life of the target language community. It involves genuine interest in the people and culture of the language. This type of motivation is important because it:

- Encourages long-term commitment to learning,
 - Promotes deeper engagement with the language,
 - Leads to greater proficiency since learners are driven by internal goals, not just external rewards (like grades or jobs).
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3. How does a learner-centered approach support second language acquisition?

A learner-centered approach:

- Focuses on learners' needs, interests, and learning styles,
 - Encourages active participation and collaboration,
 - Allows learners to take ownership of their learning,
 - Promotes use of real-life tasks and communicative activities, making language use meaningful,
 - Builds confidence and autonomy, key for effective SLA.
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4. Difference between suffixes and prefixes (LONG)

Prefixes and **suffixes** are both types of affixes used in English to modify the meanings of words:

- **Prefix:** added to the beginning of a root word. It changes the meaning but not the word class.
 - E.g., “un-” in **unhappy** (not happy), “pre-” in **preview** (view before).
- **Suffix:** added to the end of a root word. It can change the word’s form and sometimes the grammatical category.
 - E.g., “-ness” in **happiness** (from adjective to noun), “-ed” in **walked** (tense change).

Difference:

- Position (prefix: beginning, suffix: end),
 - Function (prefix: modifies meaning; suffix: often changes form or grammar),
 - Prefixes are less likely to alter the grammatical category, while suffixes often do.
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5. Asia wants to teach prefixes to her students. What strategies should she use?

- **Word Family Trees:** Build trees showing root words and various prefixed versions.
 - **Prefix Matching Games:** Match prefixes with root words to form real words.
 - **Prefix Sorting:** Group words by common prefixes (e.g., “un-,” “re-,” “pre-”).
 - **Real-life Context:** Use texts/stories and highlight prefix use.
 - **Prefix Journals:** Students keep logs of new prefixed words they learn.
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6. Individual differences in second language learning

- **Age:** Younger learners acquire pronunciation more easily, while older learners grasp rules better.
 - **Motivation:** Highly motivated learners progress faster.
 - **Learning Styles:** Visual, auditory, kinesthetic preferences affect method of acquisition.
 - **Personality:** Extroverted learners often practice more and acquire language faster.
 - **Language Aptitude:** Some individuals have a natural ability to learn languages.
 - **Cultural Background:** Affects comprehension and language use patterns.
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7. Challenging students should be given complicated questions while average ones get easy questions — why?

Because:

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- It ensures **differentiation** in instruction,
 - Keeps advanced learners **engaged** and challenged,
 - Prevents average learners from feeling **overwhelmed**,
 - Allows **scaffolding** — learners build on current capabilities,
 - Promotes a **growth mindset** by ensuring tasks match the learner's level.
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8. What is "Assessment for Learning" policy?

This is an approach where assessment is used as a tool to **guide and improve learning**, rather than merely to evaluate it. It involves:

- Ongoing feedback,
 - Adjusting teaching strategies based on learners' needs,
 - Involving students in self and peer assessment.
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9. How is assessment for learning different from assessment of learning?

- **Assessment for learning** is formative; it helps teachers and learners identify gaps and improve performance during the learning process.
 - **Assessment of learning** is summative; it evaluates what students have learned at the end of instruction (e.g., exams, final projects).
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10. Assessment according to different subject areas in a school should be different. Discuss.

Each subject requires tailored assessment methods:

- **Math:** Problem-solving tasks, accuracy, and logic tests.
 - **Science:** Experiments, reports, and conceptual understanding.
 - **Languages:** Speaking, listening, reading, writing.
 - **Art:** Creative projects, portfolios.
- Subject-specific assessments respect the **learning outcomes** and **skills** each subject targets.
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11. How does a survey help a teacher in the teaching process?

A survey provides insights into:

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- Students' learning needs, preferences, and backgrounds,
 - Effectiveness of teaching strategies,
 - Areas where students struggle or need more support,
 - Students' feedback about classroom environment,
 - Planning future lessons based on learner interest.
- It ensures **learner-centered planning** and fosters **responsive teaching**.
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12. What is feedback?

Feedback is the **information provided to learners** about their performance relative to learning goals. It can be:

- Verbal or written,
 - Immediate or delayed,
 - Formative (to improve learning) or summative (to evaluate).
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13. Why is feedback very important in learning?

- Reinforces what has been done well,
 - Corrects misunderstandings,
 - Encourages reflection and self-improvement,
 - Builds motivation and engagement,
 - Helps set future learning targets.
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14. How should feedback be presented?

- **Constructively:** Focus on what can be improved, not just what went wrong.
 - **Timely:** Provide it soon after the task is completed.
 - **Specific:** Point out exact strengths or errors, not general comments.
 - **Balanced:** Mix of positive comments and areas for improvement.
 - **Supportive Tone:** Encouraging, not judgmental.
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15. Why is immediate feedback important in teaching?

- Reinforces correct behavior and learning instantly,
- Prevents the formation of wrong habits,
- Enhances memory retention,

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- Motivates students by showing that their efforts are noticed,
 - Facilitates timely adjustments in teaching and learning.
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16. What is professional development?

Professional development refers to **ongoing training, education, and learning opportunities** that teachers undertake to improve their knowledge, teaching skills, and effectiveness.

17. Why is professional development necessary?

- Keeps teachers updated with current educational trends and technology,
 - Improves classroom practices,
 - Boosts confidence and morale,
 - Enhances student outcomes,
 - Prepares teachers for new roles and responsibilities.
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18. How does teacher professional development help?

- Introduces new methodologies and instructional strategies,
 - Supports reflective practice and self-evaluation,
 - Builds a professional learning community,
 - Enhances student engagement and learning through improved teaching,
 - Encourages innovation and lifelong learning.
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19. What is reflective practice?

Reflective practice is when teachers **critically analyze their own teaching** to identify strengths, areas for improvement, and make necessary adjustments. It involves:

- Observing one's own teaching,
 - Evaluating outcomes,
 - Planning for improvement.
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20. Why is reflective practice a good practice?

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- Promotes continuous improvement,
 - Increases awareness of teaching effectiveness,
 - Encourages self-growth and accountability,
 - Helps in responding better to students' needs,
 - Leads to better decision-making in the classroom.
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21. What are the benefits of reflective practices?

- Enhanced teaching effectiveness,
 - Personal and professional growth,
 - Better classroom management,
 - Informed instructional choices,
 - Increased student achievement and satisfaction.
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22. Who is a critical friend?

A critical friend is a **colleague who provides honest, constructive feedback** on your teaching practices. They:

- Observe and reflect with you,
 - Offer new perspectives,
 - Help identify blind spots,
 - Support professional growth without judgment.
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23. Action research

Action research is a process in which teachers:

- **Identify a problem** in their teaching,
 - **Plan and implement a change,**
 - **Collect data,** and
 - **Reflect on results** to improve their practice.
- It is cyclical and promotes **evidence-based decision-making**.
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24. Self-reflection questions for teachers

- What went well in today's lesson?

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- What didn't work and why?
 - Did students meet the lesson objectives?
 - Was my instruction clear?
 - How can I modify my approach for better outcomes?
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25. How does recording a lesson benefit a teacher?

- Allows objective review of teaching,
 - Helps identify non-verbal cues and classroom dynamics,
 - Assists in reflecting on student responses,
 - Useful for peer reviews and feedback,
 - Aids in improving delivery and time management.
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26. How can one develop professionally?

- Attending workshops/seminars,
 - Joining professional teaching networks,
 - Reading educational research,
 - Collaborating with peers,
 - Engaging in action research and reflective practice,
 - Participating in continuous teacher education programs.
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27. What are the lesson stages?

1. **Warmer/Starter** – To activate prior knowledge and engage learners.
 2. **Presentation** – Introduce new content or skill.
 3. **Practice** – Controlled and guided activities to reinforce learning.
 4. **Production** – Learners apply knowledge independently.
 5. **Review/Closure** – Recap and clarify learning points.
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28. What are the elements of a good lesson plan?

- Clear **objectives**,
- Relevant **materials/resources**,
- Well-structured **stages**,
- **Differentiated activities** for varied abilities,
- **Assessment criteria**,

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- **Timing** for each activity,
 - Flexibility to adapt as needed.
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29. Lesson planning according to SMART – explain with examples (LONG)

SMART stands for:

- **Specific:** Objectives should be clear and focused.
 - E.g., "Students will identify and use 5 new adjectives."
- **Measurable:** Progress should be assessable.
 - E.g., "Students will complete a 10-question quiz."
- **Achievable:** Within the learner's capability and lesson time.
 - E.g., "Students will practice 2 conversation dialogues."
- **Realistic:** Align with students' level and needs.
 - E.g., "Use of vocabulary relevant to their daily life."
- **Time-bound:** Complete within a time frame.
 - E.g., "Activity will be finished in 15 minutes."

SMART planning helps structure lessons effectively and ensures goals are meaningful and attainable.

30. Why should lesson aims be clearly targeted?

- Keeps teaching focused,
 - Helps in measuring success,
 - Guides selection of activities,
 - Ensures alignment with curriculum,
 - Informs students of expectations.
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31. Why should instructions be clear in classroom?

- Minimizes confusion and time wastage,
 - Ensures all students understand the task,
 - Supports independent learning,
 - Improves classroom management and flow,
 - Encourages student confidence and participation.
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32. What goes into effective lesson delivery?

- Well-planned content,
 - Clear instructions and expectations,
 - Active student engagement,
 - Use of varied teaching methods,
 - Real-time assessment and feedback,
 - Classroom management and flexibility.
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33. Why is eye contact important in lesson delivery?

- Builds connection with students,
 - Enhances engagement and attention,
 - Helps in classroom control,
 - Conveys confidence and clarity,
 - Assesses student understanding through facial cues.
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34. Importance of clear instructions in classroom

Clear instructions:

- Prevent misunderstandings,
 - Ensure tasks are done correctly,
 - Reduce reliance on the teacher,
 - Enhance time efficiency,
 - Promote learner independence.
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35. What is the purpose of a warmer?

- Activates prior knowledge,
 - Sets the tone for the lesson,
 - Grabs students' attention,
 - Creates a positive learning atmosphere,
 - Bridges previous and current learning.
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36. How do you plan for different groups in a class?

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- Assess learning levels and needs,
 - Design **differentiated tasks**,
 - Group students for peer support,
 - Provide extra resources or scaffolds,
 - Use mixed-ability or same-ability groupings depending on the goal.
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37. What are effective classroom practices?

- Encouraging student talk time,
 - Using real-life contexts,
 - Providing feedback and praise,
 - Ensuring active participation,
 - Managing time and transitions well,
 - Using varied instructional strategies.
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38. What factors are considered while designing a classroom activity?

- Learning objectives,
 - Student ability levels,
 - Time available,
 - Resources needed,
 - Relevance and engagement,
 - Opportunities for assessment.
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39. What is the advantage of fun learning?

- Increases student motivation,
 - Reduces anxiety and fear of failure,
 - Enhances memory and engagement,
 - Encourages participation,
 - Makes learning enjoyable and meaningful.
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40. What is favoritism?

Favoritism is when a teacher gives **unfair preference** or attention to certain students over others, often based on personal bias rather than merit.

41. Why should teachers maintain a pleasant manner?

- Promotes a positive and respectful classroom environment,
- Encourages open communication,
- Reduces student anxiety,
- Enhances motivation and cooperation,
- Models respectful behavior for students to follow.

42. Describe the effect of a teacher's pleasant manner in the classroom.

A teacher's pleasant manner:

- Creates a positive and supportive learning environment,
- Encourages students to participate and take risks,
- Reduces fear, anxiety, and behavioral issues,
- Builds trust and respect,
- Enhances motivation and engagement,
- Fosters open communication and rapport.

43. What is a logical learner? Give an example and an activity.

A logical learner prefers reasoning, patterns, and problem-solving.

Example: A student who enjoys solving math problems or analyzing systems.

Activity: Classifying verbs into tenses using a timeline or organizing vocabulary into categories.

44. What is a visual learner or kinesthetic learner?

- **Visual Learner:** Learns best through images, diagrams, and spatial understanding.
E.g., mind maps, infographics, videos.
 - **Kinesthetic Learner:** Learns through movement and physical activity.
E.g., role-playing, manipulatives, total physical response (TPR).
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45. Linguistic learners – explain and list related activities

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Linguistic learners excel in language-based tasks like reading, writing, and storytelling.

Activities:

- Word games,
 - Reading comprehension tasks,
 - Story writing,
 - Debates or speeches,
 - Journal writing.
-

46. What is a logical learner? (LONG)

Logical learners are analytical thinkers who prefer structure and logical patterns. They thrive in solving problems, recognizing relationships between concepts, and organizing information. Their thought processes involve sequencing, cause-and-effect, and reasoning.

In language learning, they do well with grammar rules, sentence analysis, and language patterns.

Teaching strategies for them include:

- Grammar exercises with rules,
 - Organizing vocabulary into categories,
 - Using flowcharts to explain tenses,
 - Encouraging prediction and inference from text.
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47. What is "Team Teach"?

Team Teach involves **two or more educators collaborating in the same classroom** to plan, instruct, and assess a group of students.

Benefits:

- Diverse teaching styles,
 - Differentiated instruction,
 - Shared responsibility,
 - Greater support for students.
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48. Classroom conditions and their impact

Conditions like lighting, seating, temperature, noise level, and space:

- Affect student concentration and comfort,
- Impact classroom behavior and engagement,

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- Support or hinder communication and interaction,
 - A well-maintained and inclusive classroom promotes learning.
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49. What are auxiliaries? (especially “can” and “do”)

Auxiliaries are helping verbs used with main verbs to express tense, mood, voice, or ability.

- **“Can”**: Shows ability or permission.
*E.g., She **can** swim.*
 - **“Do”**: Used for emphasis, questions, or negatives.
*E.g., **Do** you like tea? I **do** understand.*
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50. Present perfect continuous tense – definition and examples (multiple instances merged)

The **present perfect continuous** tense shows that an action started in the past and is still continuing or has recently stopped with relevance to the present.

Structure: has/have + been + present participle (verb+ing)

Examples:

- She **has been studying** for two hours.
 - They **have been working** since morning.
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51. Difference between present perfect continuous tense and past perfect continuous tense

- **Present Perfect Continuous**: Action started in the past and continues to the present.
*E.g., She **has been reading** since noon.*
 - **Past Perfect Continuous**: Action was ongoing in the past before another past action.
*E.g., She **had been reading** before he arrived.*
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52. Activities for teaching past perfect tense

- **Timeline Drawing**: Mark two past actions with the earlier one in past perfect.
- **Story Completion**: Students write endings using "had + past participle".
- **Chain Story**: Build a sequence using past perfect to explain what happened first.

53. Through which activities will you teach past perfect continuous tense?

- **Before-and-after Comparisons:** "He had been waiting before the bus arrived."
 - **Diary Entries:** Reflect past actions that were ongoing.
 - **Detective games:** Guess what had been happening before an event occurred.
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54. How can you teach present perfect continuous tense to students? (LONG)

Use real-life relatable activities:

1. **Contextual Examples:** "I've been learning English for 3 years."
 2. **Visual Timelines:** Illustrate actions that started in the past and continue.
 3. **Pair Activities:** Students ask each other about ongoing habits (e.g., "How long have you been...?")
 4. **Daily Routine Comparisons:** Track how long someone has been doing something.
 5. **Error Correction:** Provide incorrect sentences for students to identify and correct.
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55. Why is teaching present perfect tense important in the classroom?

- It connects **past actions with present relevance**,
 - Helps students express **experience, recent events, and duration**,
 - Is frequently used in English conversation and writing,
 - Supports **academic and professional fluency**.
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56. What is an emphatic pronoun? Give examples.

Emphatic pronouns emphasize the subject of the sentence.

Examples:

- I **myself** cleaned the room.
 - She **herself** baked the cake.
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57. What is a reflexive pronoun? Give three examples.

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A reflexive pronoun reflects the action back to the subject.

Examples:

- He hurt **himself**.
 - They enjoyed **themselves**.
 - I taught **myself**.
-

58. What is a personal pronoun?

A personal pronoun refers to a specific person or thing.

Examples: I, you, he, she, we, they, it.

59. What is an exhortation?

Exhortation is **strong urging or encouragement** to do something.

E.g., "You must try harder next time!"

Often used to **motivate or command**.

60. Write three relative clauses.

- The boy **who won the race** is my cousin.
 - I read the book **that you recommended**.
 - The car **which she bought** is very fast.
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61. What is a relative clause? Give examples.

A relative clause gives **additional information** about a noun.

It usually begins with **who, which, that, whose, where, when**.

Examples:

- The woman **who called you** is here.
 - The house **that Jack built** is old.
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62. Use of "ought to"

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“Ought to” expresses moral obligation or advice.

Examples:

- You **ought to** help your parents.
 - We **ought to** respect others.
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63. Grammar basics: pronouns, adjectives, auxiliaries, relative clauses

- **Pronouns:** Replace nouns (he, she, it).
 - **Adjectives:** Describe nouns (happy, tall).
 - **Auxiliaries:** Help verbs (is, do, can).
 - **Relative Clauses:** Give extra info about nouns using words like “who” or “which”.
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64. What is a running dictation? (Note-type question)

A classroom activity where:

- One student reads a sentence from the wall and dictates it to a partner,
 - The partner writes it down,
 - It enhances **listening, speaking, reading, writing, and memory skills.**
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65. Note on magazines

Magazines in the classroom:

- Promote **reading for pleasure,**
 - Provide **authentic materials,**
 - Improve **vocabulary and comprehension,**
 - Engage students with **pictures, stories, and real-life content.**
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66. Use of charts/leaflets

Charts/leaflets:

- Simplify complex information,
- Act as **visual aids,**
- Enhance **understanding and recall,**

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- Can be used for **group work, presentations, or vocabulary building.**
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67. Use of cards

Cards can be used for:

- Vocabulary games,
 - Grammar drills,
 - Matching activities,
 - Speaking prompts.
- They make lessons **interactive and hands-on.**
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68. What are visual aids?

Visual aids are **tools that help learning through sight**, such as:

- Charts, pictures, videos, flashcards, diagrams.
- They **support memory, understanding, and engagement.**
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69. What is the use of a card in classroom?

Cards are used for:

- **Pair or group tasks,**
 - Flashcards for vocabulary,
 - Sentence construction games,
 - Assessing comprehension in a fun way.
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70. What is reading maps?

Reading maps means **interpreting visual data** such as:

- Road maps, weather maps, diagrams.
- It teaches **directional language, symbols, and real-world reading skills.**
-

71. Dictation and its types

- **Standard dictation:** Teacher reads, students write.
 - **Running dictation:** Movement involved.
 - **Picture dictation:** Students draw based on what they hear.
 - **Peer dictation:** Students dictate to each other.
- Dictation improves **listening, writing, and spelling.**
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72. What is a survey?

A tool to **gather information or opinions** from a group.
Used in class to assess:

- Students' preferences,
 - Learning needs,
 - Effectiveness of teaching methods.
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73. What is “Assessment of Learning” vs “Assessment for Learning”? (merged repeated phrasing)

- **Assessment of Learning: Summative**, done at the end, used for grading.
 - **Assessment for Learning: Formative**, ongoing, helps improve learning during the process.
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74. Why is the environment of the classroom important?

Because:

- It affects **student motivation**,
 - Influences **behavior and participation**,
 - Supports **focus and learning**,
 - Positive environments lead to **higher achievement**.
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75. Why should challenging students get harder questions and average ones easier?

To practice **differentiated instruction**, which:

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- Meets each learner at their level,
 - Builds **confidence in all learners**,
 - Prevents boredom or frustration,
 - Encourages **growth and engagement**.
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76. Lesson planning and clear instruction importance

- Ensures structured and goal-oriented lessons,
- Saves time and keeps lessons focused,
- Allows adaptability,
- Clear instructions prevent confusion,
- Supports **student independence and participation**.

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